

Head Start,
Early Head Start and
Early Childhood Education and Assistance Programs
in Washington State



2001 STATE PROFILE 2002

INTRODUCTION TO THIS ANNUAL STATE PROFILE

Together, the Governor's Head Start-State Collaboration Office; the Department of Community, Trade and Economic Development, Early Childhood Education and Assistance Program (ECEAP); the Washington State Association of Head Start and ECEAP; and the federal Region X office of the Department of Health and Human Services, Administration for Children and Families, Head Start Bureau are pleased to present our first annual Head Start and ECEAP State Profile.

Currently, there are various data reports and fact sheets that explain pieces of Head Start and ECEAP (our state Pre-K) in Washington State. However, none of these reports encompass the whole picture statewide in a user-friendly manner. To this end, project partners have determined a need for a Head Start & ECEAP statewide picture of programs to better inform state agencies, community partners and other public and private organizations. We hope this information will provide further insight into our state's Early Head Start, Head Start and ECEAP programs, and the children and families they serve.



“The positive relation between child care quality and virtually every facet of children’s development is one of the most consistent findings in developmental science.”

— J. Shonkoff and D. Phillips

ACKNOWLEDGEMENTS

Head Start, Early Head Start and ECEAP programs in Washington State are funded to serve 21,038 children and families in poverty, and children with disabilities. We enthusiastically acknowledge the dedication and hard work of the staff and families working together to improve the lives of these children.

Thank you to the following organizations and individuals for contributing time, talent and resources towards the success of this first-ever State Profile!

STATE PROFILE ADVISORY COMMITTEE

Rachel Blacke

Governor's Head Start-State Collaboration Office-
Department of Social and Health Services, Division of Child Care and Early Learning

Julianne Crevatin

Head Start Bureau – U.S. Department of Health and Human Services, Administration for Children and Families

Robbin Dunn

Washington State Association of Head Start and ECEAP Programs

Sangree Froelicher

Governor's Head Start-State Collaboration Office-
Department of Social and Health Services, Division of Child Care and Early Learning

Lynne Shanafelt

Early Childhood Education Assistance Program-
Department of Community, Trade and Economic Development, Children's Services Unit

Michael Zimmerman

Department of Community, Trade and Economic Development, Community Services Division

Linda Frizzell

Graphic design, layout and production

Sam Wentz

Map creation and design,
Department of Community, Trade and Economic Development

Washington State Department of Printing

Printing

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For more information or additional copies of this report contact:

Sangree Froelicher

Project Director, Governor's Head Start-State Collaboration Office
Department of Social and Health Services, Division of Child Care and Early Learning

1009 College St. SE / PO Box 45480 / Lacey, WA 98504-5480

Phone: (360) 413-3330 / Fax: (360) 413-3482

E-mail: Froelsm@dshs.wa.gov

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

I. THE LINK BETWEEN SCHOOL READINESS AND HEAD START, ECEAP AND OTHER QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS	2
II. HEAD START AND ECEAP OVERVIEW	9
a. Program Summary	12
III. HEAD START/ EARLY HEAD START	15
a. Program Design Options	16
b. Eligibility Criteria	17
c. Federal Head Start Funding	19
d. Program Facts	20
1. Enrollment and Funding	20
2. Demographics	22
e. Child Outcomes	26
f. Migrant and Seasonal Head Start Programs	31
g. American Indian/Alaska Native Head Start Programs	34
1. Enrollment and Funding	34
IV. STATE MAP WITH PROGRAMS (INSERT)	36
V. ECEAP	39
a. Program Design Options	40
b. Eligibility Criteria	41
c. Program Facts	42
1. Enrollment and Funding	42
2. ECEAP Funding	43
d. Program Highlights	44
VI. GOVERNOR'S HEAD START STATE COLLABORATION OFFICE	47
VII. WASHINGTON STATE ASSOCIATION OF HEAD START AND ECEAP	51
VIII. PARTNERSHIPS	53
IX. PROGRAM DIRECTORY	57
X. WEBLIOGRAPHY	63
XI. WHAT YOU CAN DO	70

THE LINK BETWEEN SCHOOL READINESS AND HEAD START, ECEAP AND OTHER QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS

As authorized by Congress, the purpose of the Head Start Act is "to promote school readiness by enhancing the social and cognitive development of low-income children through the provision, to low-income children and their families, of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary."

For ECEAP, the State RCW Chapter 28A.215.110 reports the purpose of ECEAP is "To build community capacity to provide comprehensive child development (early childhood education, health, family support, nutrition, transportation and mental health) services that promote the future success (school readiness) of low-income and otherwise "at-risk" children and their families in Washington State."

Head Start and other quality early childhood care and education experiences are essential to help young



Children who completed preschool programs are more eager to learn and try new things, and they get along better with their classmates.

children enter school ready to succeed. As determined by multiple evidence-based research studies, children who participate in high quality early childhood education programs learn better and are more successful in school.

BRAIN DEVELOPMENT SCIENCE

Brain Development:

The early years are learning years

"Studies in neurobiology, neurodevelopment, and early intervention show that the years birth to 5 are critically important to healthy brain development."¹

During the early years, children develop the essential language and cognitive skills required in developing their ability to manage emotions and stress, and learn to cooperate with others.

- ◆ The first five years of life are a time of enormous social, emotional, physical, and intellectual growth. The human brain develops more rapidly during this time than at any other subsequent period.² The pace of this growth depends on whether the child's eagerness to learn is stimulated by their environment.³
- ◆ A child's ability to pay attention, stay focused, and follow directions emerges in the early years; structured early learning fosters these abilities for later success in school and life.⁴ A safe, caring, and nurturing environment boosts a child's chance for future success.

Clearly, the plethora of scientific research on brain development in young children establishes that early experiences are important to future social, emotional, physical and cognitive development.

- 1 Shonkoff, J. & Phillips, D. (2001). From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, D.C.: National Academy Press.
- 2 Shonkoff (2001)
- 3 Bowman, B. Donovan, MS, Burns, MS (2000) Eager to Learn. National Research Council. Washington, D. C.: National Academy Press.
- 4 Bowman (2000)

SCHOOL READINESS: TOO MANY CHILDREN DON'T ENTER SCHOOL READY TO LEARN

40% of kindergartners are not ready for school

Each year, thousands of children enter a new kindergarten classroom in Washington State. Schools are expected to respond to a wide diversity in children's backgrounds and educational needs, furnish all children with appropriate activities and instruction, and get each child off to a good start in school. It is one of eight national education goals that all children start school ready to learn, but national studies estimate that more than forty percent of new kindergartners are not fully prepared or "ready" for school.⁵ Kindergarten teachers report that at least half of their children have specific problems with entry into kindergarten, including difficulty in following directions, lack of academic skills, and/or difficulty working independently.⁶

Because children's readiness to learn is strongly predictive of future academic performance, children who enter kindergarten behind their peer are unlikely to ever catch up.⁷ Therefore, implementing a high quality early learning program is a key strategy for closing the achievement gap.

BECAUSE CHILDREN'S READINESS TO LEARN IS STRONGLY PREDICTIVE OF FUTURE ACADEMIC PERFORMANCE, IMPLEMENTING A HIGH QUALITY EARLY LEARNING PROGRAM IS A KEY STRATEGY FOR CLOSING THE ACHIEVEMENT GAP.



Kindergarten and first grade teachers report that children who attended preschool or pre-kindergarten programs are significantly more ready for school than their classmates who did not.

5 Kauffman Early Education Exchange (2002) Set for Success: Building a strong foundation for school readiness based on the social-emotional development of young children. Vol. 1, Num. 1. The Ewing Marion Kauffman Foundation. www.wmkf.org
 6 E. Rimm-Kauffman, R.C. Pianta, and M.J. Cox, Early Childhood Research Quarterly, Vol. 15, No.2, 2000 Associated Day Care Services.
 7 Shonkoff, (2000)

SUCCESS IN SCHOOL: QUALITY EARLY EDUCATION PREPARES CHILDREN FOR SUCCESS IN SCHOOL

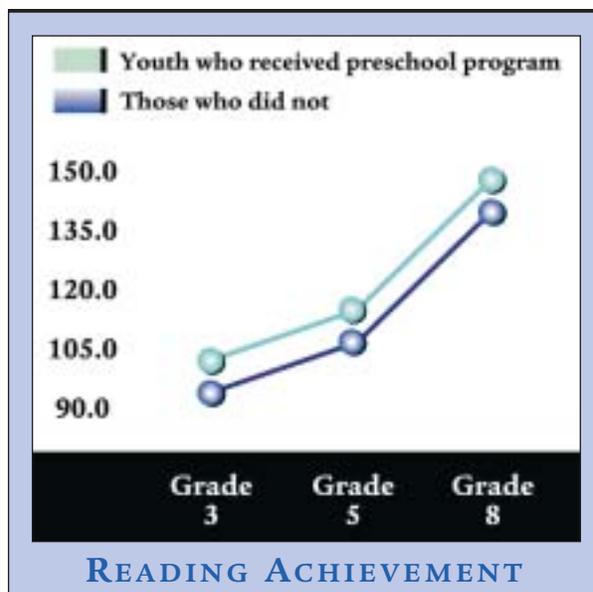
Success in school leads to success in life

Research has found that upon starting kindergarten, children who completed preschool programs were significantly more advanced in key areas of development—language and literacy, creativity, music and movement, initiative and social skills. They are more eager to learn and try new things, and they get along better with their classmates.⁸

Kindergarten and first grade teachers report that children who attended preschool or pre-kindergarten programs are significantly more ready for school than their classmates who did not. While this difference holds true for children across family incomes levels, ethnicity, and educational attainment, low-income children especially benefit from preschool programs.⁹



Children who attend preschool are more interested in school and more motivated to learn.



Ability to learn: Children’s academic success is directly linked to high quality preschool programs

- ◆ They are more likely to score higher in school-readiness tests, such as the National Assessment of Educational Progress.¹⁰
- ◆ They are more likely to have better language skills. For example, children in Head Start who do not speak English as their primary language show gains in school readiness in their knowledge of English by the end of the Head Start year.¹¹
- ◆ They are more likely to be better prepared academically, especially in the areas of verbal and arithmetic skills.¹²
- ◆ Reading achievement scores were consistently higher for children in quality early childhood education programs. These effects remained large from primary school through age 21.¹³

8 Xiang, Z. Schweinhart, L.J. (2002) Effects Five Years Later: The Michigan School Readiness Program Evaluation Through Age 10. Prepared for the Michigan State Board of Education. High/Scope Educational Research Foundation.
 9 ES Peisner-Feinberg, et al. (June 1999). The Children of the Cost, Quality, and Outcomes Study Go to School. Chapel Hill, NC: University of North Carolina. Robin Peth-Pierce. (1998). NICHD Study of Early Child Care. Washington, DC: National Institute of Child Health and Human Development
 10 Peisner-Feinberg, (June 1999) Karoly, L, et al. (1998) Investing in our children: what we know and don't know about the costs and benefits of early childhood interventions. RAND. www.rand.org/publications

11 Administration for Children and Families. (2001) Head Start FACES: Longitudinal Findings on Program Performance: Third Progress Report, U.S. Department of Health and Human Services.
 12 Vecchiotti, S. (2001). Kindergarten: The Overlooked School Year. The Foundation for Child Development. www.ffcd.org Xiang, (2002)
 13 Reynolds, AJ, Wolf, B. (1997) School achievement, early intervention, and special education: New evidence from the Chicago Longitudinal Study. Institute for Research on Poverty, University of Wisconsin-Madison.
 Campbell F.A., Ramey C.T. (1999) Early Learning, Later Success-The Abecedarian Study. Frank Porter Graham Child Development Center.

Social and emotional skills

In addition to the necessary core cognitive capabilities, a child’s ability to handle emotions and work with others provides a foundation for learning in the classroom.

Children who attend preschool benefit in these ways:

- ◆ They are more interested school and more motivated to learn.¹⁴
- ◆ They are eager to complete assignments.
- ◆ They are eager to attend school and have good attendance.¹⁵
- ◆ They have social skills.

Their ability to work well with others, both their peers and their teachers, is grounded in their preschool experience and is evident throughout the elementary, middle, and high school years.^{16,17,18}

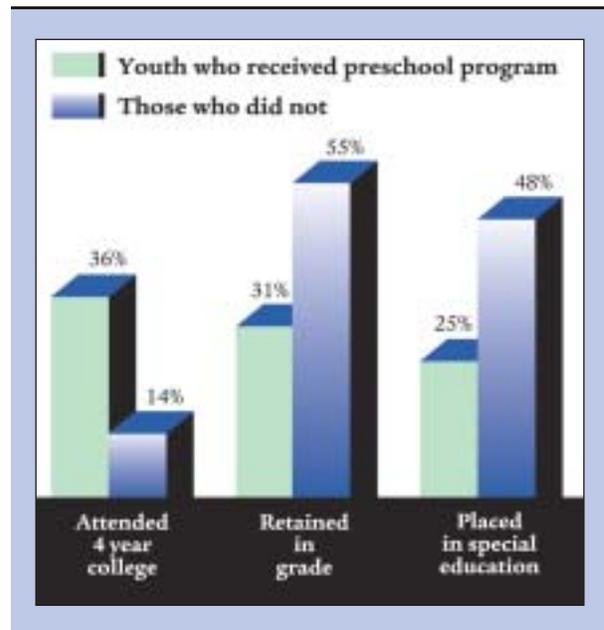


Children’s ability to work well with both peers and teachers is grounded in their preschool experience.

Long-term academic success

In addition to the short-term benefits, children from quality preschool and early learning settings have been shown to realize sizable and enduring achievements in the long term.

- ◆ They have higher high school graduation rates,
- ◆ They are more than twice as likely to attend a four-year college,
- ◆ They are less likely to require remedial education or be held back a grade.¹⁹



The results shown here are from the Carolina Abecedarian Project and have recently been validated by a longitudinal study in Chicago, which showed similar conclusions.²⁰

14 Barrueta-Clement, J., Barnett, W., Schweinhart, L., Epstein, A., & Wiekart, D. (1984). Changed lives: The effects of the Perry Preschool Project on youths through age 19. Ypsilanti, MI: Monographs of the High/Scope Educational Research Foundation, No. 8.
 Lally, J.R., Mangione, P.L., & Honig, A.S. (1988) "The Syracuse University Family Development Research Program: Long-range impact of early intervention with low-income children and their families." In D.R. Powell (Ed.), Parent Education in early intervention: Emerging directions in theory, research, and practice. Norwood, NJ: Ablex
 McKey, R.H., Condelli, L., Ganson, H., Barrett, B.J., McConkey, C., & Plantz, M.C. (1985). The impact of Head Start on children, families, and communities. Final report of the Head Start Evaluation, Synthesis, and Utilization Project. Washington, DC:CSR Inc. for the Head Start Bureau, ACYF, DHHS.

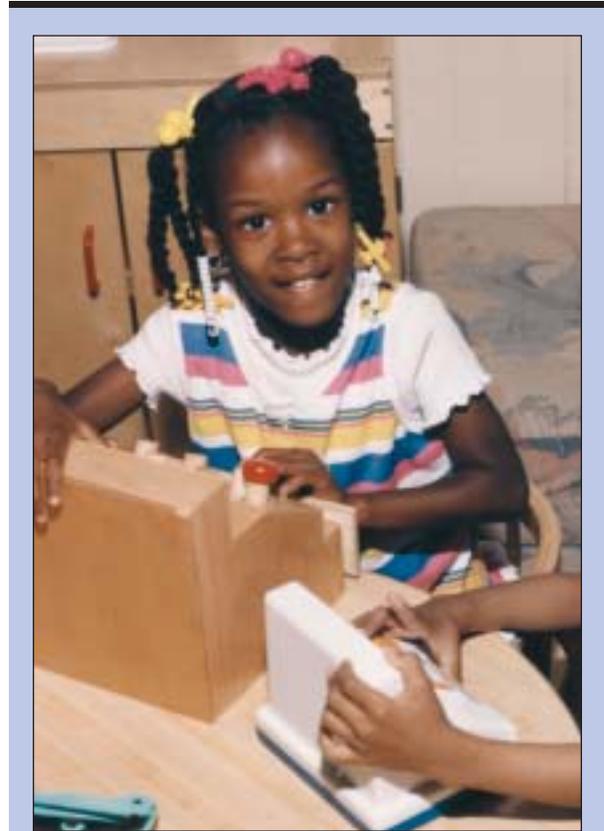
15 Barrueta-Clement (1984)
 16 Phillips, (1987)
 Whitebrook, M., Howes, C., & Phillips, D.A. (1989) Who cares? Child care teachers and the quality of care in America. Executive summary of the National Child Care Staffing Study. Oakland, CA: Child Care Employee Project.
 17 Howes, C. (1990). "Can the age of entry into child care and the quality of child care predict adjustment in kindergarten?" "Developmental Psychology, 26(2), 292-303.
 18 Berrueta-Clement, (1984)
 19 Barnett, S.W. (1995) Long-Term Effects of Early Childhood Programs on Cognitive and School Outcomes. The Future of Children, Vol. 5:3.
 20 Reynolds, A.J. et al (2001) Long-Term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest: A 15-year Follow-up of Low-Income Children in Public Schools. JAMA.

AN EXCELLENT RETURN ON INVESTMENT: QUALITY EARLY CHILDHOOD EDUCATION IS AN INVESTMENT THAT PAYS OFF.

For every \$1 dollar spent on early learning, society saves \$7 in later costs

Research has shown that when children are better educated, they are more productive as adults, likely to be healthier, pay more taxes, and are less likely to require welfare and other public assistance.²¹ Findings from the High/Scope Perry Preschool Project, as well as other research studies have concluded that for every dollar invested in a high-quality early childhood program for children, direct and indirect economic benefits to the public total approximately \$7.16.²² For school systems, the report specifically noted that a \$1 investment in preschool leads to \$0.73 in reduced costs for remedial and special education.

In 1994, Congress enacted the Educate America Act, with the first goal being: "All children shall enter school ready to learn." The 107th Congress introduced the Foundations for Learning Act, aimed at reducing the risk of early school failure. The Elementary Secondary Education Act includes new accountability and assessment requirements of the States K-12 system. Comprised in this new legislation is a new early childhood initiative to strengthen early learning in preschool-aged children.



When children are better educated, they are more productive as adults, likely to be healthier, pay more taxes, and are less likely to require welfare and other public assistance.

21 Committee for Economic Development. (2002) Preschool for All: Investing in a Productive and Just Society.

22 Barnett, S.W. (1996) Lives in the balance: Age-27 benefit-cost analysis of the High/Scope Perry Preschool Program (Monographs of the High/Scope Educational Research Foundation, 11.)

These powerful and ambitious goals provide the impetus to move forward and make further investments in high quality early childhood education programs to help children succeed in school and life. In Washington State, voters and school districts are making further investments in early childhood education programs. In 2001, Washington State voters passed Initiative I-728 which provided additional school improvement funding to school districts, including funding for early assistance for children who need pre-kindergarten support. Pre-kindergarten and full-day kindergarten programs are becoming key strategies in enhancing school readiness and closing the student achievement gap.

Because early learning plays such an important role in children's future academic and social success, school districts around the state of Washington are increasingly investing in early childhood education.



A child's ability to pay attention, stay focused, and follow directions emerges in the early years.

In 2002, Economic Opportunity Institute (EOI) conducted a survey of the state's 296 school districts to compile comprehensive information on school district pre-kindergarten and kindergarten offerings, including the scope of the programs and funding sources. This is the first time this information has been available for the state.

The offerings in each of Washington's 296 school districts are now available on EOI's website www.eoionline.org/elc/survey. Key highlights of the data are:

- ◆ More than 40% of all school districts provide more than the state-required (and funded) half-day kindergarten;
- ◆ 27 of these districts have universal full-day programs (i.e., available to all kindergarten-eligible children in the district);
- ◆ Initiative 728 is the sole source of funding in over a third of the districts providing more than what the state requires (and a contributing funding source in over half of the districts);
- ◆ Almost two-thirds of the state's school districts offer or have some involvement in pre-kindergarten beyond their legal requirement to provide preschool services to special education-eligible children;
- ◆ 115 districts operate a preschool program;
- ◆ More than 40% of districts operate or collaborate with Head Start and /or ECEAP programs.

Many thanks go to Economic Opportunity Institute for allowing us to use their work "The Link between Early Learning and Care and School Readiness" adapted from their website www.eoionline.org.

HEAD START, EARLY HEAD START AND ECEAP OVERVIEW



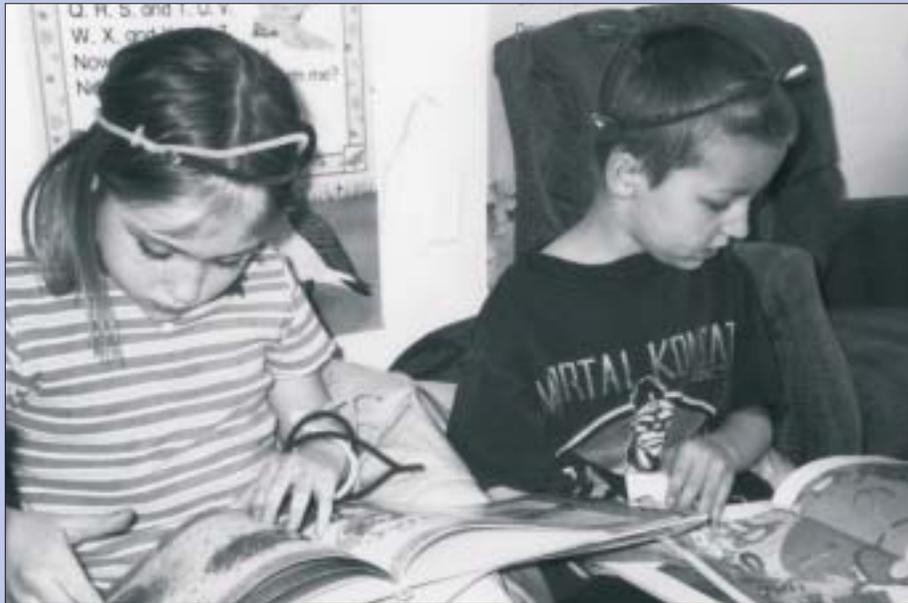
OVERVIEW OF HEAD START, EARLY HEAD START (HS/EHS) AND THE EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

HS/EHS AND ECEAP: COMPREHENSIVE CHILD DEVELOPMENT AND FAMILY ASSISTANCE PROGRAMS

HS/EHS and ECEAP programs provide comprehensive early childhood education and family assistance services to low-income pregnant women*, children from birth to five, and their families in Washington State. These programs are child focused, family centered and have the overall goal of increasing the cognitive, social, emotional and physical competence of children in low-income families and children with disabilities**.

To fulfill the central principles of HS/EHS and ECEAP, each program is mandated to implement the following critical components for quality services:

Education: Every child receives a variety of learning experiences designed to meet that child's individual needs and to foster intellectual, social and emotional growth so that they are more successful in school and life.



Reading achievement scores were consistently higher for children in quality early childhood education programs.

*Early Head Start is a two-generation program designed to enhance children's development and health by delivering comprehensive services to low-income families with pregnant women, infants and/or toddlers.

**HS/EHS and ECEAP programs are committed to providing services to children with disabilities, with the philosophy that children with disabilities learn more effectively in a group setting with other children rather than in a separate setting only for children with disabilities. Since 1972, Head Start has successfully fulfilled a congressional mandate that at least 10% of the children served in Head Start are children with disabilities.

Health Care Services: In HS/EHS, every child receives a comprehensive health screening by the first 90 days of program enrollment. For ECEAP, every child receives a comprehensive health screening within 90 days of their first service date. Medical, dental, mental health and nutritional needs are evaluated, and immunizations are brought up to date. Children and families needing further treatment are referred to appropriate services in the community.



In HS/EHS, every child receives a comprehensive health screening by the first 90 days of program enrollment. For ECEAP, every child receives a comprehensive health screening within 90 days of their first service date.

Parent Involvement: Family-centered HS/EHS and ECEAP services follow the research and tenets that children are more motivated and do better in school when their family and culture are directly involved, and when parents are respected as the primary educators and nurturers of their children. HS/EHS and ECEAP programs provide multiple opportunities for parent involvement; parents are encouraged to volunteer in the classroom and participate in program governance, planning and services through parent- and community-run policy councils.

Family Support/Social Services: HS/EHS and ECEAP program staff work with families to assess and identify priorities and needs, and if necessary, facilitate access to appropriate community services. HS/EHS and ECEAP programs offer family members opportunities and support for growth and change, believing that people can identify their own strengths, needs, and interests and are capable of finding solutions.

HEAD START, EARLY HEAD START AND ECEAP SUMMARY

	Head Start	Early Head Start	AI/AN HS/EHS	Migrant HS	ECEAP	TOTAL
Number of programs	28	19	19	2	36	104
Number of funded children (enrolled slots)	9,461	1,491	988	2,929	6,169	21,038
Total FY02 Funding	\$78,140,460	\$17,730,493	\$8,259,435	\$21,369,745	\$30,600,299	\$156,100,432
Number of centers/sites	265	32	22	29	270	

AI/AN - American Indian/Alaskan Native

Source: Regional Office Funding Plan, 2002 Final PIR Dataset (GATES)

Definitions/Sources:

Enrollment = ACF-funded enrollment

AI/AN and Migrant Head Start enrollment based on self-reported PIR data, question A2.

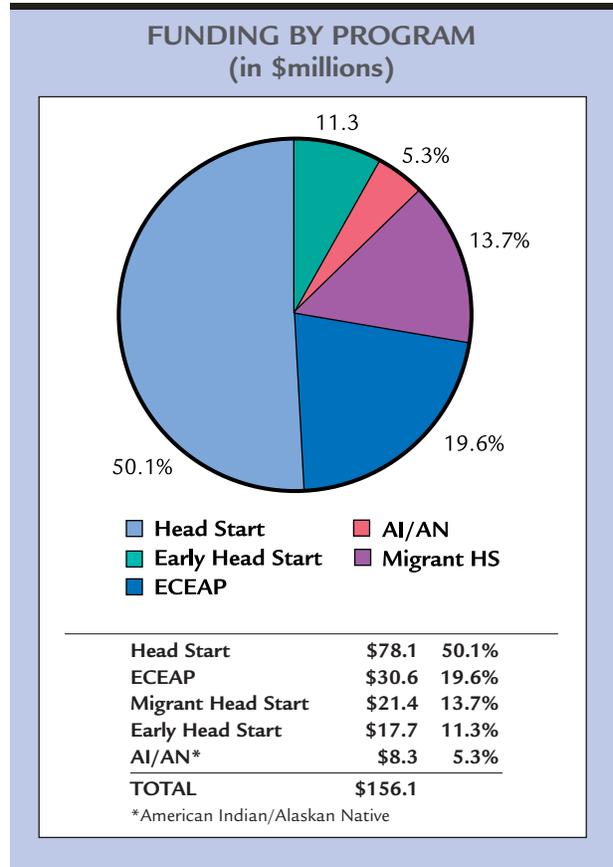
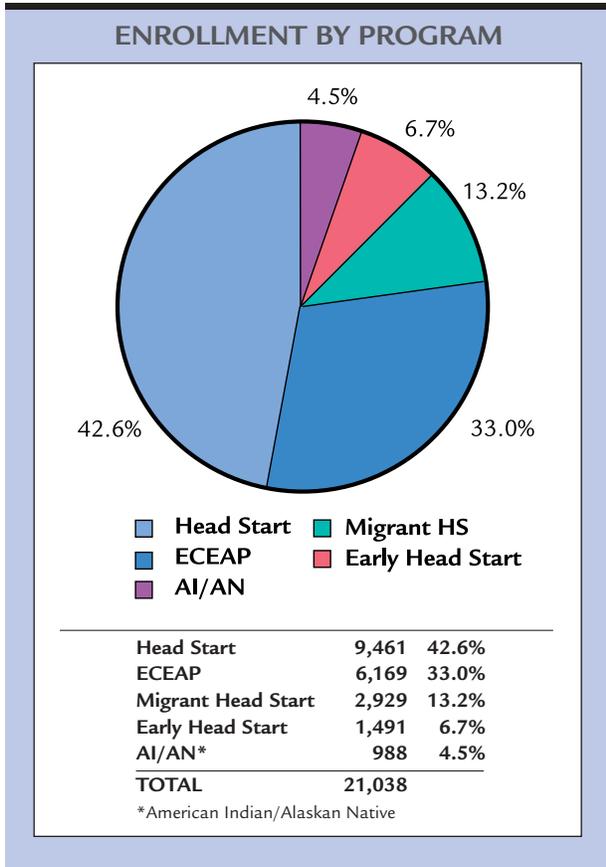
Total Funding = Program Base + Training and Technical Assistance. COLA/Quality for FY03 not included

Head Start and Early Head Start total funding based on total funding awarded in 2002.

Centers = Total number of Head Start or Early Head Start centers (not including family child care homes)

Sites = Total number of ECEAP service delivery locations (including family child care homes)

Number of ECEAP sites based on self-reported EMS data.



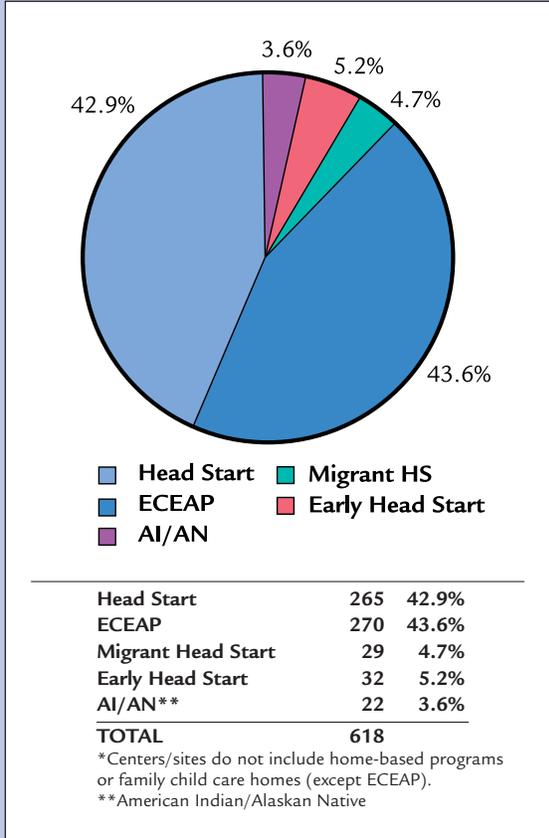
FUNDING DIFFERENCES BETWEEN HEAD START AND ECEAP PROGRAMS IN WASHINGTON STATE

Generally speaking, Head Start programs are greater in duration and intensity than ECEAP programs. 50% of ECEAP Programs are dually funded and administered with Head Start funds.

Funding Source/Resources	Head Start/Early Head Start (HS/EHS)	ECEAP	What's Shared
Direct Federal or State Funds	Federal funds to operate a local HS/EHS program shall not exceed 80% of the approved costs of the programs.	ECEAP uses State dollars as payer of last resort, leveraging Federal and local funds and in-kind services to the greatest extent possible.	Dually funded programs are able to distribute costs between HS and ECEAP based on their cost allocation plan. ECEAP costs are reduced due to pro-rated staff positions.
In-Kind Match	The Head Start Act requires that the local community must contribute 20% of program costs. This 20% is the non-federal share (match). The 20% non-federal share may be contributed in cash or in-kind services	ECEAP does not require match or in-kind donations from the community. Local programs, however, do secure in-kind contributions that add up to 25% of total ECEAP funding. This includes the Child Care Development Fund State Maintenance of Effort.	
Facilities and Transportation	Federal HS/EHS grants allow local programs to purchase or build facilities, purchase vehicles for transportation and take on mortgage responsibilities. HS/EHS programs purchased 17 buses during 2001 program year due to stringent vehicle regulations and requirements. Additionally, HS/EHS programs have had to hire new staff to meet the "bus monitor on every route" requirement.	ECEAP does not provide specific funding for purchasing facilities. However, ECEAP has provided one-time only funds (savings from another program area) for minor facility improvements (i.e. add a ramp, limited remodeling). ECEAP does not build facilities nor are they encumbered by large mortgages. Many ECEAP sites are school district based so they are able to utilize the school district buses on Kindergarten routes. Due to the short Kindergarten day (3 hours), this approach impedes the number of hours ECEAP services are provided to children.	
Staff Training, Development and Education	HS/EHS funds provide a multi-pronged approach to supporting staff training and education. Historically, the Head Start training system branches from a Regional Quality Improvement and Disability Center (QIC-Portland State University). The QIC provides training and technical assistance around regulations, best practices and National Head Start Initiatives. Additionally, HS/EHS programs receive direct funding that is for the purposes of staff development and education, including degree related course work. Washington State HS/EHS programs pool 10% of these direct funds to support statewide training activities.	ECEAP contractors receive direct funding specifically for training and development; however, these funds were reduced as part of state budget cuts in 2002. ECEAP uses these training and development funds for both staff and parents.	ECEAP's costs for training are reduced when staff positions are pro-rated with Head Start.
Duration and Intensity of Services	Length of service is based on community assessment (needs) not means. The typical HS/EHS program provides services on the average of 35 Weeks, 540 hours a year. 70% of the HS/EHS programs are part-day/part-year models (4 hrs. a day for 4 or 5 days a week). Additionally, HS/EHS programs are federally mandated to provide 3 hours of home visits. Almost all HS/EHS programs provide 2 meals a day for all children.	Length of service is based on means not needs. ECEAP requires 30 weeks, 240 hours of child direct services each year. 80% of ECEAP programs are part-day, part-year models. The average part-day program provides 3.2 hours a day, 3 _ days a week. ECEAP standards do not require specific in-home services. It is an option within the 240 hr. minimum of child direct services. For the part-day/part-year ECEAP programs, children receive 1 meal a day.	Generally speaking, Head Start/Early Head Start services are greater in duration and intensity than ECEAP programs. For dually funded and administered ECEAP programs, Head Start brings extended hours and days of service.

HEAD START, EARLY HEAD START AND ECEAP SUMMARY

NUMBER OF CENTERS/SITES* BY PROGRAM



Family-centered HS/EHS and ECEAP services follow the research and tenets that children are more motivated and do better in school when their family and culture are directly involved, and when parents are respected as the primary educators and nurturers of their children.

HEAD START & EARLY HEAD START



HEAD START/EARLY HEAD START PROGRAM DESIGN OPTIONS

Head Start programs are designed locally and vary according to the needs of the community. Program design decisions are made by parent- and community-led Policy Councils and are based on regularly updated Community Needs Assessments. Program models include center-based, home-based or a combination program.

CENTER-BASED HEAD START

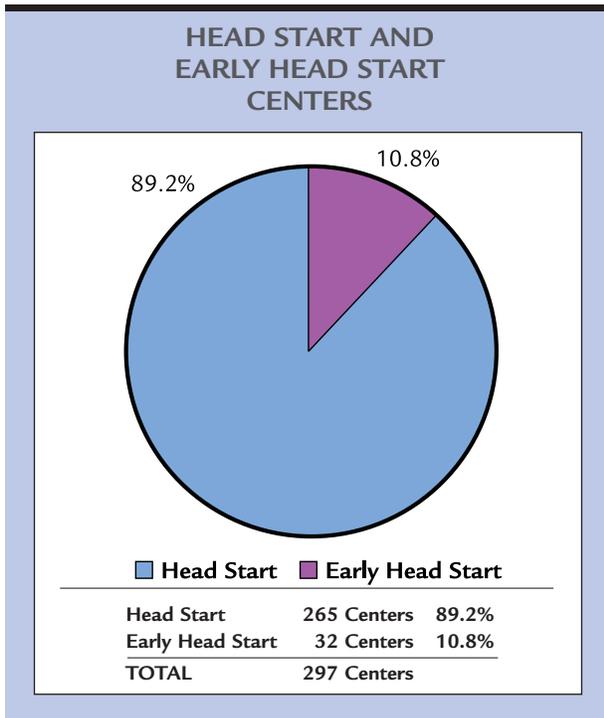
The center-based model is where children receive Head Start services primarily in a classroom type setting. Center-based programs may be half-day or full-day, and the number of days of attendance per week may vary, with periodic visits by Head Start staff to the family's home.

HOME-BASED HEAD START

The home-based model is where children receive Head Start services primarily in their own home. Home-based programs provide services weekly to children through intensive work with parents and family members as the primary factor in growth and development of the child. Home-based programs offer the full range of Head Start services including group socialization experiences, and parent involvement activities.

COMBINATION HEAD START

Some Head Start programs combine both the home-based and center-based models.



H HEAD START AND EARLY HEAD START PROGRAMS OPERATE A TOTAL OF **606** CLASSROOMS.

HEAD START ELIGIBILITY CRITERIA

Children from birth to age five from low-income families are eligible for Head Start and Early Head Start programs. Income eligibility is based on the poverty guidelines updated annually in the Federal Register by the United States Department of Health and Human Services.

Children from families receiving public assistance (TANF or SSI) are eligible for Head Start and Early Head Start programs regardless of income. Children in foster care are also eligible regardless of family income.

There is also a provision that ten percent of enrollment opportunities are offered to children with special needs and ten percent of Head Start/Early Head Start enrollment can be from "over income" families depending upon circumstance and availability. *However, at least 90 percent of families enrolled in each Head Start and Early Head Start program must meet the poverty guidelines .*

Income is defined as total cash receipts before taxes from all sources with certain exceptions. The time period to be considered for eligibility is the twelve months immediately preceding the month in which application or reapplication for Head Start/Early Head Start enrollment is made, or the calendar year immediately preceding the calendar year in which application or reapplication is made, whichever more accurately reflects the family's current needs.

CALENDAR YEAR 2002 HEALTH AND HUMAN SERVICES POVERTY GUIDELINES (FEDERAL POVERTY LEVEL)

Size of Family Unit	Annual FPL Income For Lower 48	Monthly FPL Income For Lower 48	Monthly Payment Standard For TANF Cases
1	\$8,860	\$738	\$349
2	\$11,940	\$995	\$440
3	\$15,020	\$1,252	\$546
4	\$18,100	\$1,508	\$642
5	\$21,180	\$1,765	\$740
6	\$24,260	\$2,022	\$841
7	\$27,340	\$2,278	\$971
8	\$30,420	\$2,535	\$1,075
For Each Additional Person, add	\$3,080	\$257	

Source: Health and Human Services Website (Also found in Federal Register, Vol. 67, No 31, Feb. 14 2002, pp. 6931-6933)

FEDERAL HEAD START FUNDING

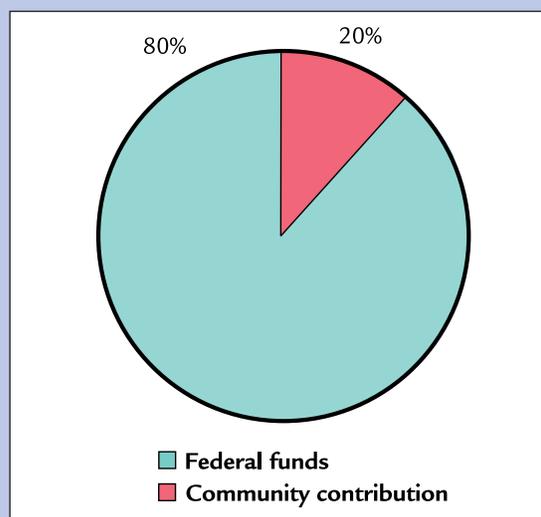
To be eligible for federal funding, the local Head Start/Early Head Start grantee must demonstrate the capacity to provide comprehensive early childhood services to children and families. Head Start/Early Head Start grantees may be corporations created solely to provide Head Start services, or they may be public school districts, educational service districts, community action programs, faith-based organizations, community colleges or universities. In Washington State, 60% of the Head Start funding and enrollment go to grantees that are public school districts, educational service districts, community colleges or universities. Many Head Start grantees are linked/integrated in Washington's K-12 and higher education system.

The Head Start Act (federal legislation) states that the federal grant to operate a local Head Start/Early Head Start program shall not exceed 80% of the approved costs of the programs, and that 20% of the program cost must be contributed by the community. The 20% non-federal share (match) may be in cash or contributed services. In Washington State, each Head Start and Early Head Start grantee secures their 20% match through one or more of the following approaches:

- ◆ Leverage local dollars;
- ◆ Fundraising in the private sector;
- ◆ Community volunteer services (i.e. dental services or facility costs reduction; and/or
- ◆ Parent volunteers services in the program (i.e. classroom assistance)

IN WASHINGTON STATE, 60% OF THE HEAD START FUNDING AND ENROLLMENT GO TO GRANTEES THAT ARE PUBLIC SCHOOL DISTRICTS, EDUCATIONAL SERVICE DISTRICTS, COMMUNITY COLLEGES OR UNIVERSITIES.

FEDERAL APPROVED AND LOCAL COMMUNITY COSTS



PROGRAM FACTS

ENROLLMENT, FUNDING, AND NUMBER OF CENTERS FOR HEAD START AND EARLY HEAD START PROGRAMS IN WASHINGTON STATE

HEAD START PROGRAMS	ENROLLMENT	BASE	T&TA	TOTAL FUNDING	CENTERS
WA OFFICE OF THE GOVERNOR	N/A	\$175,000	\$0	\$175,000	N/A
CHILD & FAMILY DEV. NETWORK	371	\$2,801,385	\$27,864	\$2,829,249	8
TACOMA PUB. SCH. DIS. #10	563	\$4,553,475	\$38,155	\$4,591,630	20
ENTERPRISE FOR PROGRESS	734	\$5,271,691	\$48,758	\$5,320,449	17
LOWER COLUMBIA COLLEGE	260	\$2,071,921	\$16,700	\$2,088,621	5
COMM. COLL. SPOKANE	669	\$4,930,457	\$45,515	\$4,975,972	7
ECONOMIC OPP. CLARK CO.	516	\$4,712,254	\$36,908	\$4,749,162	21
NE WA RURAL RESOURCES	179	\$1,393,429	\$14,829	\$1,408,258	8
KITSAP COM. ACT. PROGRAM	238	\$2,105,767	\$18,509	\$2,124,276	7
WALLA WALLA SCH. DIS. #140	122	\$822,384	\$12,334	\$834,718	1
OLYMPIC CAP	162	\$1,440,291	\$13,956	\$1,454,247	5
SKAGIT VALLEY COMM. COLLEGE	348	\$2,628,517	\$25,432	\$2,653,949	14
WHATCOM CO. OPP. COUNCIL	209	\$1,842,362	\$17,137	\$1,859,499	11
PUGET SOUND ED. SERV. DIST.	1,703	\$14,683,676	\$109,070	\$14,792,746	46
EDMONDS COMM. COLLEGE	510	\$4,486,698	\$35,411	\$4,522,109	16
UNITED INDIANS ALL TRIBE	108	\$877,522	\$11,461	\$888,983	1
WA STATE MIGRANT COUNCIL	200	\$1,513,081	\$17,199	\$1,530,280	5
RELIABLE ENTERPRISES	157	\$1,182,805	\$13,582	\$1,196,387	4
CHELAN DOUGLAS CHILD DEV.	212	\$1,768,039	\$16,950	\$1,784,989	4
COMM. CHILD CARE CENTER	64	\$500,023	\$8,717	\$508,740	2
KITTITAS COUNTY COMM.	95	\$783,302	\$10,650	\$793,952	2
OKANOGAN CO. CHILD DEV.	141	\$1,052,919	\$12,272	\$1,065,191	7
OLYMPIC ESD	162	\$1,415,221	\$13,831	\$1,429,052	7
ESD 113 (OLYMPIA)	553	\$4,982,205	\$38,093	\$5,020,298	16
FAMILY SERVICES/GRANT CO.	169	\$1,408,861	\$14,330	\$1,423,191	4
NEIGHBORHOOD HOUSE	161	\$1,244,555	\$14,767	\$1,259,322	4
SEATTLE SCHOOL DISTRICT #1	446	\$3,689,196	\$32,542	\$3,721,738	15
DENISE LOUIE EDUCATION CTR.	181	\$1,453,679	\$12,958	\$1,466,637	4
FIRST AME CHILD DEVELOPMENT	228	\$1,828,805	\$18,010	\$1,846,815	4
HEAD START TOTALS	9,461	\$77,444,520	\$695,940	\$78,140,460	265

X - No data

Source: Regional Office Funding Plan, 2002 Final PIR Dataset (GATES).

Definitions/Sources:

Enrollment = ACF-funded enrollment

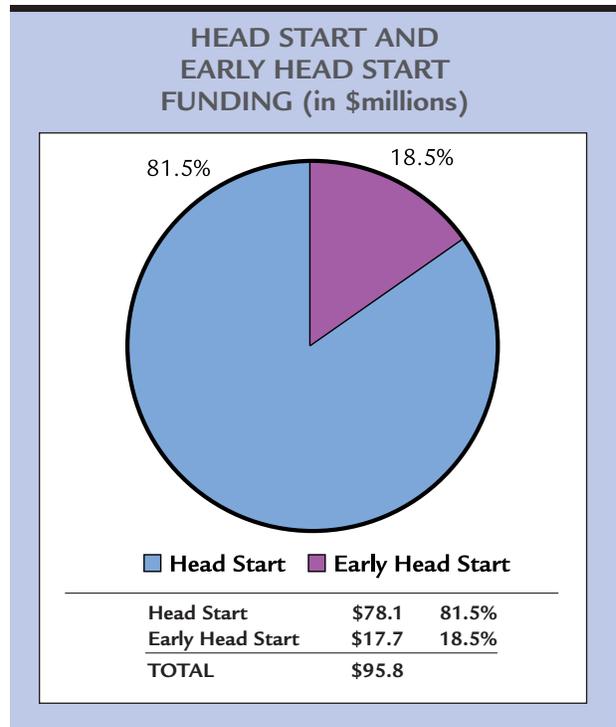
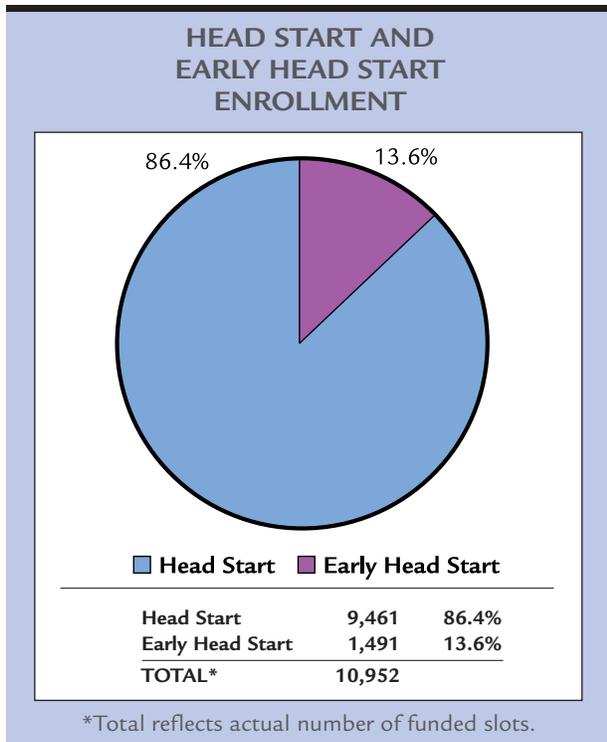
Total Funding = Program Base + Training and Technical Assistance. COLA/Quality for FY03 not included

Head Start and Early Head Start total funding based on total funding awarded in 2002.

Center = Total number of Head Start or Early Head Start centers (not including family child care homes)

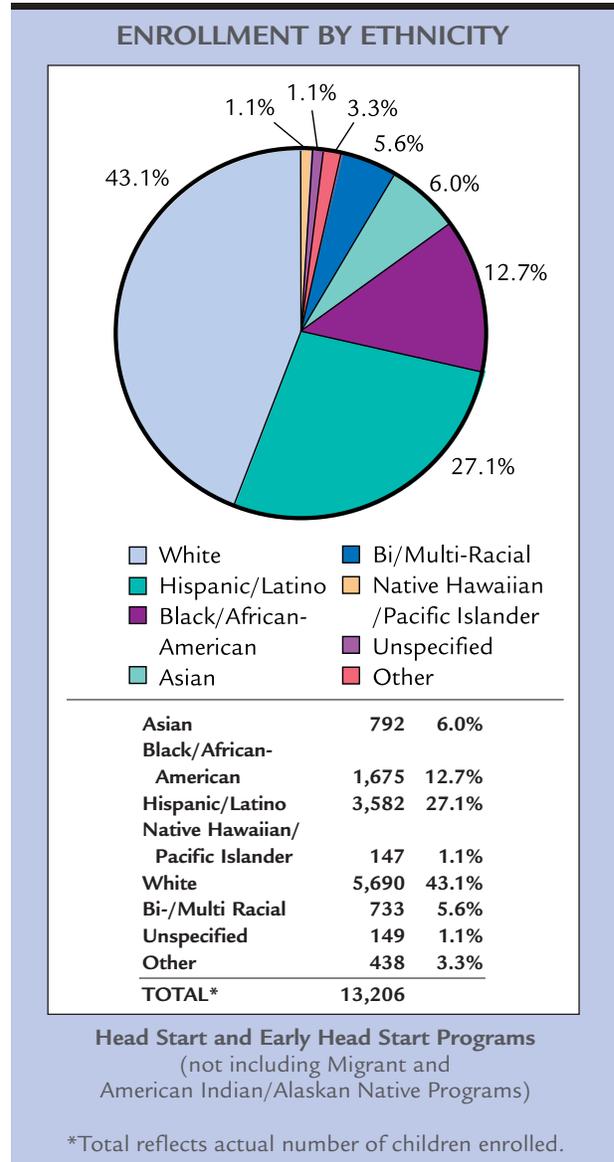
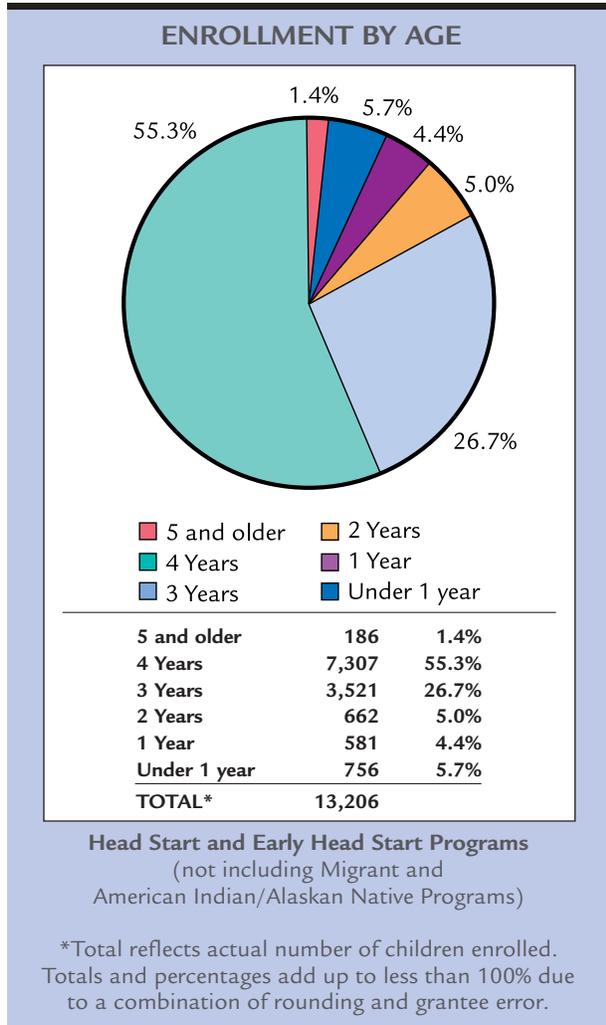
Number of centers based on self-reported PIR data, question A28.

EARLY HEAD START PROGRAMS	ENROLLMENT	BASE	T&TA	TOTAL FUNDING	CENTERS
ENTERPRISE FOR PROGRESS	32	\$334,066	\$3,007	\$337,073	0
WASH. ST. COMM. COLL. - SPOK. EHS	210	\$2,696,516	\$24,269	\$2,720,785	6
KITSAP COMMUNITY ACTION PROGRAM	60	\$592,766	\$5,335	\$598,101	X
OLYMPIC CAC (CLALLAM JEFFERSON)	40	\$357,215	\$3,215	\$360,430	X
EDMONDS COMM. COLL.	30	\$350,759	\$3,157	\$353,916	0
WASH. ST. MIGRANT COUNCIL	75	\$785,217	\$7,067	\$792,284	0
OKANOGAN CO. CHILD DEVELOPMENT	62	\$598,300	\$5,385	\$603,685	X
NEIGHBORHOOS HOUSE EHS	74	\$831,639	\$7,485	\$839,124	0
CHILDREN'S HOME SOCIETY	204	\$2,714,828	\$24,433	\$2,739,261	6
OLYMPIC ESD #114	58	\$682,319	\$6,141	\$688,460	2
EASTERN WASHINGTON UNIVERSITY	120	\$1,635,331	\$14,718	\$1,650,049	3
PUGET SOUND EDUC. SERV. DIST.	125	\$1,500,814	\$13,507	\$1,514,321	7
FAMILY SERVICES OF GRANT CTY.	56	\$750,722	\$6,756	\$757,478	1
ECONOMIC OPPORTUNITY COMM.	90	\$1,089,553	\$9,806	\$1,099,359	5
EARLY CHILDHOOS OPPORTUNITIES	32	\$336,822	\$3,031	\$339,853	0
FIRST AME CHILD DEVELOPMENT CTR.	36	\$418,559	\$3,767	\$422,326	1
CHELAN DOUGLAS CHILD SERVICES	64	\$675,722	\$6,081	\$681,803	1
SKAGIT VALLEY COLLEGE	83	\$800,167	\$7,202	\$807,369	0
UNITED INDIANS OF ALL TRIBES	40	\$421,027	\$3,789	\$424,816	0
EARLY HEAD START TOTALS	1,491	\$17,572,342	\$158,151	\$17,730,493	32



DEMOGRAPHICS

HEAD START AND EARLY HEAD START PROGRAMS IN WASHINGTON STATE

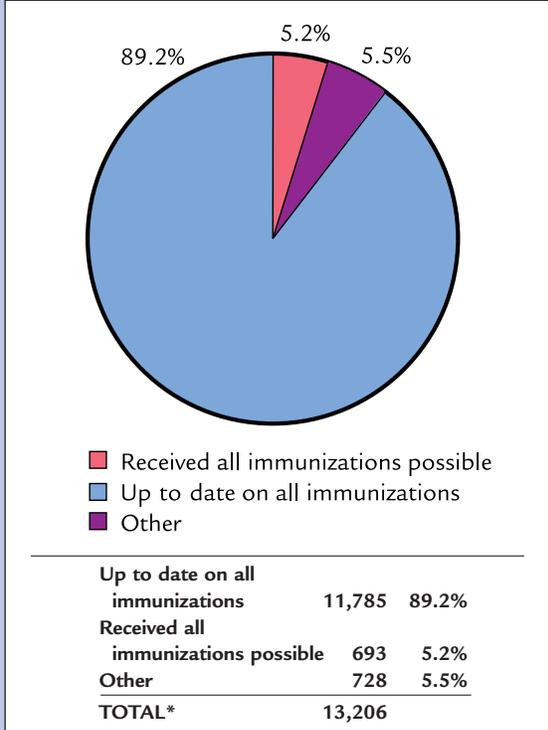


H HEAD START PROGRAMS
SERVE OVER 7,000
4-YEAR OLDS.*

*Compared to 15,822 4-year olds living under the federal poverty level and 59,870 4-year olds living above the federal poverty level in Washington State. Source: 2002 State Population Survey (v3) - MAA Weights Office of Financial Management, Forecasting Division

DEMOGRAPHICS

ENROLLMENT BY IMMUNIZATION STATUS



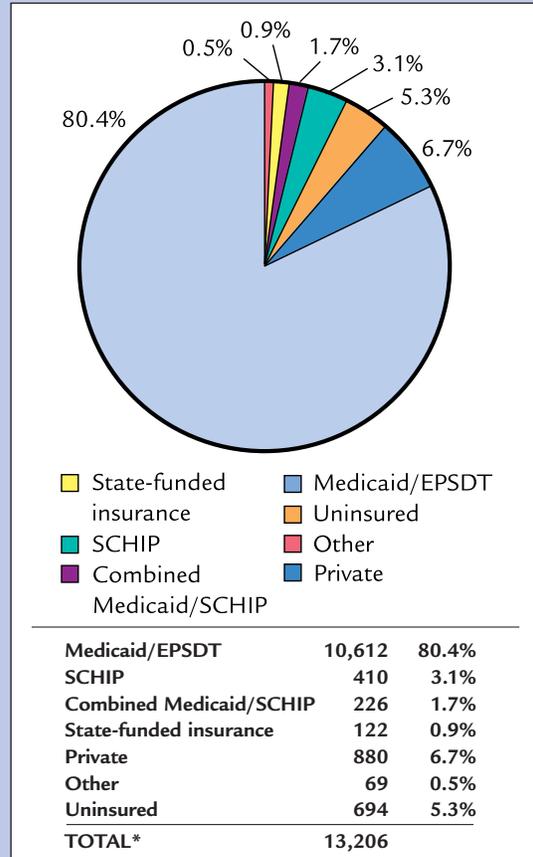
Head Start and Early Head Start Programs
(not including Migrant and American Indian/Alaskan Native Programs)

*Total reflects actual number of children enrolled. Percentages add up to less than 100% due to a combination of rounding and grantee error.

NEARLY 95% OF ALL HEAD START/EARLY HEAD START CHILDREN ARE CURRENT ON IMMUNIZATIONS, WHILE THE STATE AVERAGE IS 76.7%.*

*Estimated vaccination coverage for Washington State from the National Immunization Survey for children 19-35 months of age (2001)

ENROLLMENT BY HEALTH INSURANCE OF CHILDREN



Head Start and Early Head Start Programs
(not including Migrant and American Indian/Alaskan Native Programs)

*Total reflects actual number of children enrolled. Totals and percentages add up to less than 100% due to a combination of rounding and grantee error.

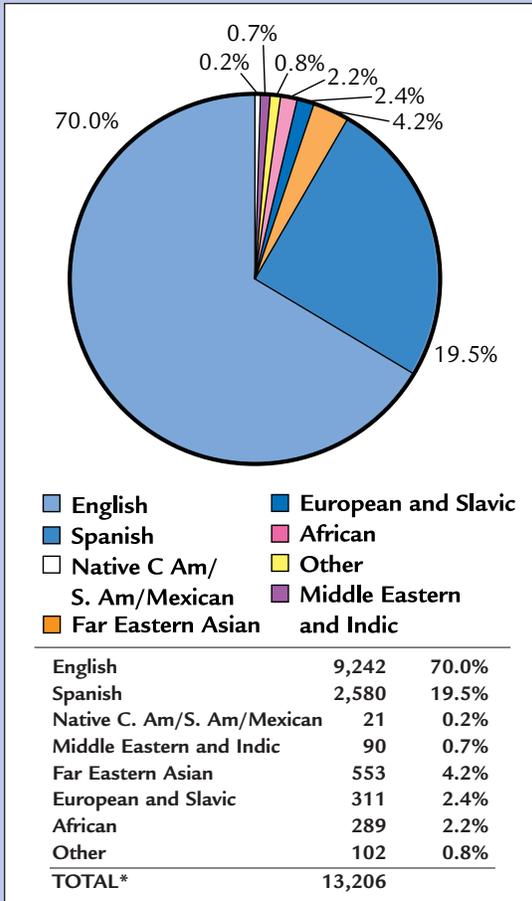
NEARLY 95%* OF CHILDREN IN HEAD START/EARLY HEAD START PROGRAMS HAVE HEALTH INSURANCE.

*Compared to 89.5% of the state's general population of children under six years of age. Source: 2002 State Population Survey (v3)-MAA Weights Office of Financial Management, Forecasting Division

DEMOGRAPHICS

HEAD START AND EARLY HEAD START PROGRAMS IN WASHINGTON STATE

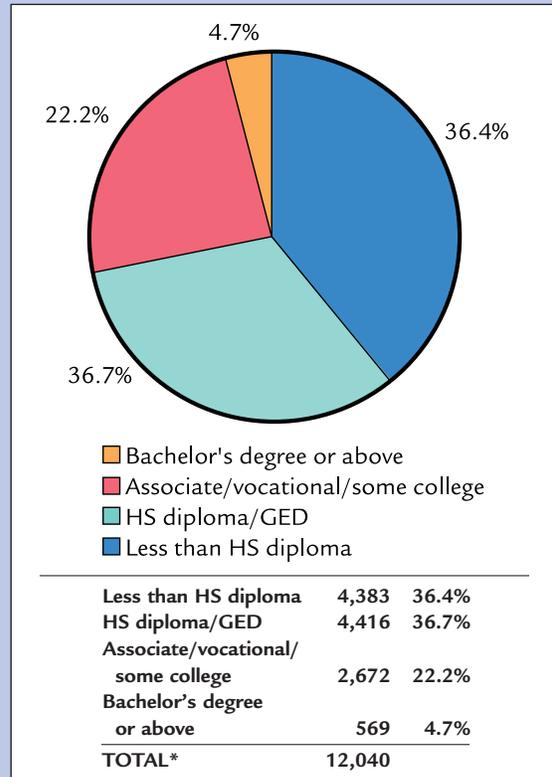
**ENROLLMENT BY
PRIMARY LANGUAGE
OF FAMILY AT HOME**



Head Start and Early Head Start Programs
(not including Migrant and
American Indian/Alaskan Native Programs)

*Total reflects actual number of children enrolled.
Data does not total due to a combination of
rounding and grantee error.

**FAMILIES SERVED BY
EDUCATION LEVEL OF
HEAD OF HOUSEHOLD**

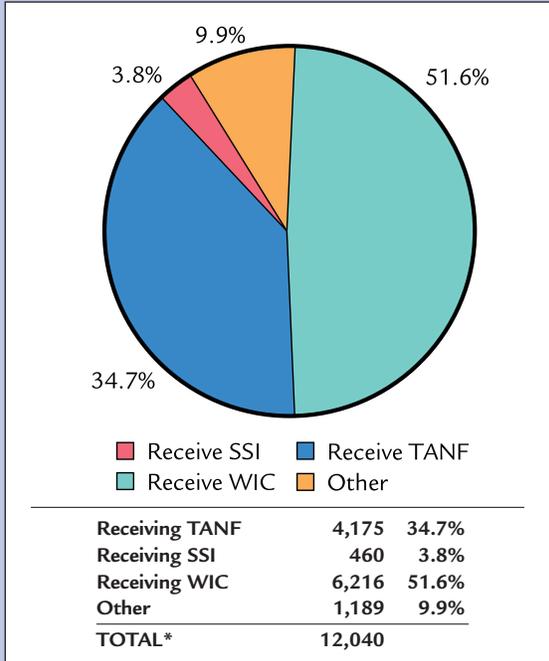


Head Start and Early Head Start Programs
(not including Migrant and
American Indian/Alaskan Native Programs)

*Total reflects actual number of families served.

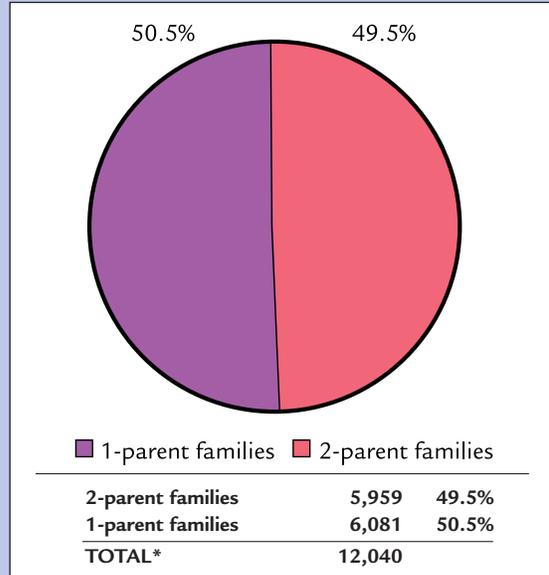
DEMOGRAPHICS

FAMILIES SERVED BY TYPE OF ASSISTANCE RECEIVED



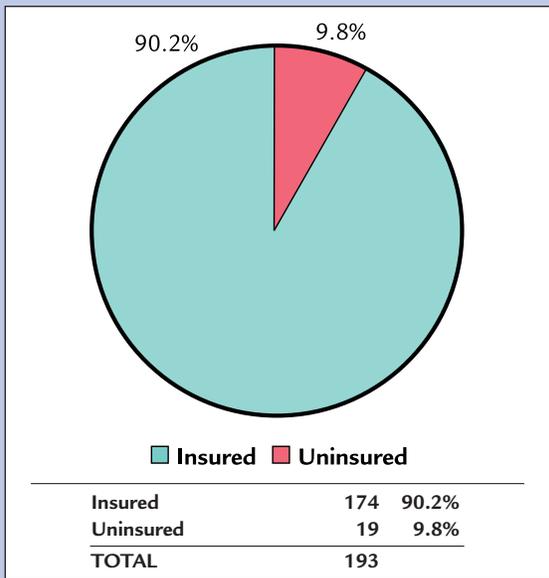
Head Start and Early Head Start Programs
(not including Migrant and American Indian/Alaskan Native Programs)
*Total reflects actual number of families served.

FAMILIES SERVED BY FAMILY SIZE



Head Start and Early Head Start Programs
(not including Migrant and American Indian/Alaskan Native Programs)
*Total reflects actual number of families served.

ENROLLMENT OF PREGNANT WOMEN BY HEALTH INSURANCE STATUS



Early Head Start Program

N EARLY 50% OF CHILDREN SERVED BY HEAD START AND EARLY HEAD START ARE FROM 2-PARENT FAMILIES.

THE HEAD START AND EARLY HEAD START PATH TO POSITIVE CHILD OUTCOMES

TEACHER QUALIFICATIONS

When teachers are consistent, experienced and educated, the Research clearly demonstrates that children (in quality early learning programs) develop outcomes that prepare them for school and life success. The Head Start Act recognizes this important research by including the following mandate: “By September 30, 2003, at least 50% of all Head Start teachers in center-based programs will have an associate, baccalaureate, or advanced degree in early childhood education or a related field.” In Washington State, the Head Start programs met this mandate in 2001-2002 program year.

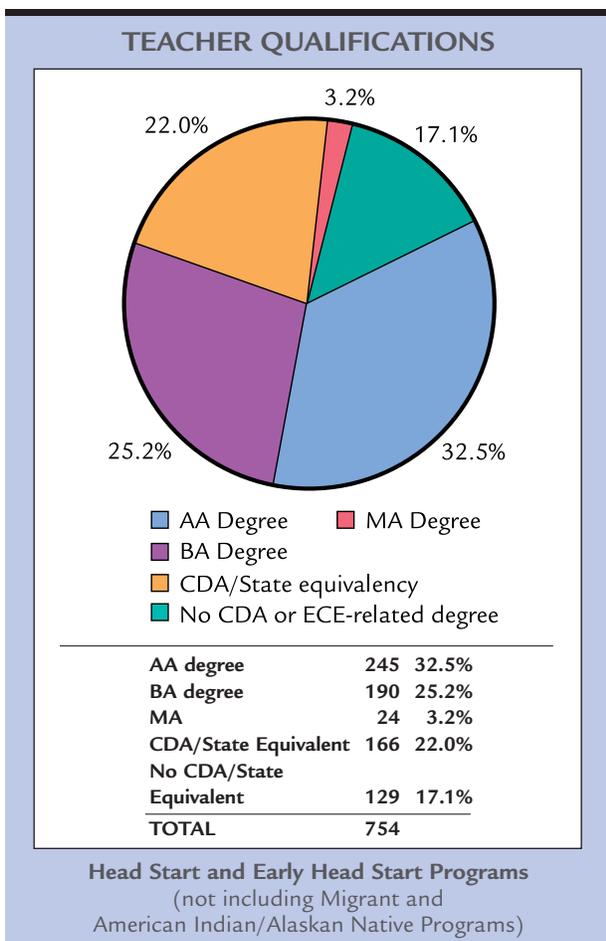
PERFORMANCE STANDARDS

The *Head Start Program Performance Standards* are the mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program. The standards define the objectives and features of a quality Head Start program in concrete terms; they articulate a vision of service delivery to young children and families; and they provide a regulatory structure for the monitoring and enforcement of quality standards.

CHILD SCREENING, ASSESSMENT AND OBSERVATION

Upon entry to a Head Start program, each child receives required screening to confirm that he or she is in good health and is developing appropriately. This is the initial determination of a child’s overall health status, developmental strengths, needs, and areas of identified concern, such as a possible serious delay or disability.

The requirements for child observation and ongoing assessment continue throughout the child’s enrollment in Head Start and Early Head Start. Using appropriate observation and assessment procedures, staff and parents follow each child’s progress and experiences from his arrival in the program to the time he leaves. Through this process, they come to know each child’s strengths, interests, needs, and learning styles in order to individualize the curriculum, to build on each child’s prior knowledge and experiences, and to provide meaningful curriculum experiences that support learning and development. In these ways, staff, parents, and programs support each child in making progress toward stated goals.



OVER 60% OF HS/EHS TEACHERS HAVE DEGREES

Head Start Child Outcomes Framework

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework is intended to guide assessment of three-to five-year-old children only; not infants, toddlers, and pregnant women enrolled in Early Head Start or Migrant Head Start Programs.

The Framework is composed of **8 general Domains** (Language Development, Literacy, Mathematics, Science, Creative Arts, Social & Emotional Development, Approaches to Learning, and Physical Health & Development), **27 Domain Elements**, and **100 Indicators** of children's skills, abilities, knowledge, and behaviors.



The Head Start Child Outcomes Framework guides staff, parents, and programs to support each child in making progress toward stated goals.

SYSTEMS AND OUTCOME MEASURES FOR HEAD START NATIONAL ACCOUNTABILITY

As the nation's premier early childhood education program, Head Start is leading the way in developing and reporting on its accountability for services to children and their families. Head Start is legislatively mandated to report to Congress on four of the Domain elements (Phonological Awareness, Book Knowledge & Appreciation, Print Awareness & Concepts, and Number & Operations) and nine Indicators of the Program Performance Measures.

1. Federal On-Site Systems Monitoring of Early Head Start and Head Start Programs – What is the extent of compliance with Head Start regulations?

- ◆ After the first full year of operation, Head Start and Early Head Start programs are monitored every three years.
- ◆ A review of effective management systems supports the implementation of a comprehensive child development program leading to positive child outcomes.
- ◆ A partnership between Federal and program staff monitors the progress of Early Head Start and Head Start programs in implementing the *Head Start Program Performance Standards*.
- ◆ A team of Federal staff and other experts conduct an on-site PRISM review of program management systems and program quality through a combination of focus groups and individual interviews; observations; discussions with parents, staff, and policy groups; and written program documents.

2. Head Start and Early Head Start Program Performance Measures – Congress wants to know: How is the Head Start program doing nationally?

- ◆ Head Start Program Performance Measures form the foundation for reporting to Congress on the requirements of the Government Performance and Results Act, requirements of the 1998 Head Start Reauthorization, and Head Start research efforts
- ◆ The Head Start Performance Measures include a conceptual framework of five overarching objectives, a set of measures and a related set of performance indicators: 1) Enhance children’s growth and development; 2) Strengthen families as the primary nurturers of their children; 3) Provide children with educational, health, and nutritional services; 4) Link children and their families to needed community services; 5) Ensure well-managed programs that involve parents in decision-making.

3. Family and Child Experiences Survey (FACES) – What are some key outcomes and indicators of Head Start program quality and effectiveness?

- ◆ FACES is a national research study utilizing a representative sample of programs to examine quality effects of Head Start on preschool children and

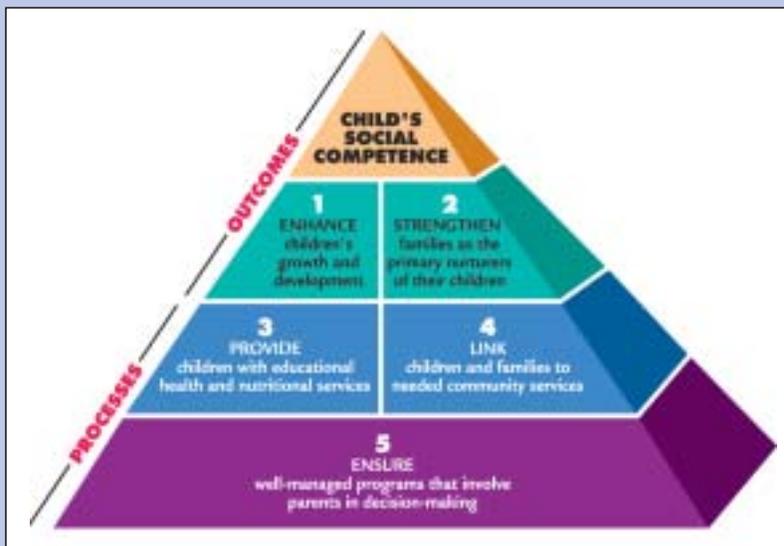
families. It began with 40 programs and 3,200 children and families. In 2000, an additional cohort of 2,800 children and families in 43 programs were added to the study.

- ◆ FACES examines the relationship between program quality and child and family outcomes grounded in the *Head Start Program Performance Standards*.
- ◆ Research includes direct assessment of children in Head Start, kindergarten, and first grade as well as teacher, parent, and other staff interview and observations of classroom quality.

PROVEN BENEFITS TO CHILDREN AND FAMILIES

A Summary of Findings of FACES 2000

- ◆ Head Start children are "ready to learn." In Kindergarten, Head Start graduates made substantial gains in word knowledge, letter recognition, math skills and writing skills relative to national norms
- ◆ Head Start children showed significant gain in vocabulary skills against national norms in 2000-2001, as they had in the FACES 1997-1998 study.
- ◆ Head Start children showed modestly larger gain in letter recognition skills in 2000-2001 than they had in 1997-1998.



The Head Start Performance Measures include a conceptual framework of five overarching objectives, a set of measures and a related set of performance indicators.

- ◆ Language minority children in Head Start showed significant gains in English vocabulary skills without declines in their native language vocabulary skills.
- ◆ In contrast to other early childhood education programs, Head Start quality remained in the "good" range from 1997-2000.
- ◆ Head Start graduates show gains in social skills, including improvements in interaction and complex play.
- ◆ Higher teacher salaries were associated with modestly larger gains in letter recognition.
- ◆ Achievement differences across programs seem to have more to do with socio-economic characteristics of the population served than with quality differences.

Sources: <http://www.acf.gov/programs/core/ongoingresearch/faces> *Head Start Bulletin: Issue 74*; US Department of Health and Human Services, Administration for Children and Families

Early Head Start Research and Evaluation Project

This national evaluation was conducted by Mathematica Policy Research, Inc., and Columbia University's Center for Children and Families, in collaboration with the Early Head Start Research Consortium. The study found that 3-year-old Early Head Start (EHS) children performed



EHS parents were observed to be more emotionally supportive and less detached than control group parents.

significantly better on a range of measures of cognitive, language, and social-emotional development than a randomly assigned control group. In addition, their parents scored significantly higher than control group parents on many aspects of the home environment and parenting behavior. Early Head Start programs had impact on parents; progress toward self-sufficiency and on subsequent births. Early Head Start fathers benefited as well.

The Early Head Start impact study involved 3,000 children and families in 17 sites; half received EHS services, while the other half were randomly assigned to a control group that did not receive EHS, although they were free to avail themselves of other services in the community. Parents and children were assessed when the children were 14, 24, and 36 months old. Families were also interviewed about their use of a wide range of services at 6, 15, and 26 months after enrollment and when they exited the program. The 17 sites were selected to reflect the array of all EHS programs according to geographic region, racial-ethnic status, urban-rural location, program auspice, and program experience in serving infants and toddlers (including Children's Home Society - Washington State grantee.)

POSITIVE IMPACTS - CHILDREN

- ◆ EHS programs produced statistically significant, positive impacts on standardized measures of children's cognitive and language development. When children were age 3, program children scored 91.4 on the Bayley Mental Development Index compared with 89.9 for the control group children, and they scored 83.3 on the Peabody Picture Vocabulary Test, compared to 81.1 for the control group. EHS children were significantly less likely than control group children to score in the at-risk range of developmental functioning in these areas. By preventing children from scoring in the lowest-functioning group, EHS may be reducing their risk of poor cognitive, language, and school outcomes later on.
- ◆ The programs had favorable impact on more aspects of social-emotional development at age 3 than at age 2. As determined from videotaped observations of

children during a parent-child interaction play task, EHS children at age 3 engaged their parents more, were less negative toward their parents, and were more attentive to objects during play. Furthermore, EHS parents rated their children as lower in aggressive behavior than control parents did.

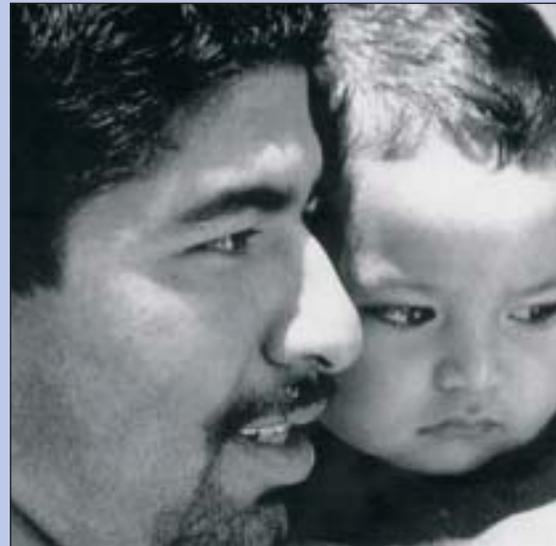
POSITIVE IMPACTS – PARENTS AND PARENTING SKILLS

- ◆ When children were 3-years-old, EHS programs continued to have significant favorable impact on a wide range of parenting outcomes. EHS parents were observed to be more emotionally supportive and less detached than control group parents. EHS parents provided significantly more support for language and learning than control group parents. For instance, they were more likely to report reading to their child every day: 56.8 % of EHS parents compared to 52 % of control group parents. EHS parents were also less likely than control group parents to report having spanked their children in the past week (46.7 % EHS parents vs. 53.8 % control group parents). EHS parents reported a greater repertoire of discipline strategies, including more mild and fewer punitive strategies.
- ◆ Significant positive impact on parents' participation in education and job training activities were found throughout the evaluation and some impacts on employment began emerging late in the study period. These impacts did not result in significant improvements in income during this period. However, EHS programs had a significant impact on the spacing of subsequent births; only 22.9 % of EHS mothers had a subsequent birth two years following enrollment, compared to 27.1 % of mothers in the control group.
- ◆ When compared with fathers and father figures in the control group, EHS fathers were less likely to report spanking their children during the previous week; 25.4 % of program fathers, compared to 35.6 % of control group fathers, reported spanking. Program fathers were observed to be less intrusive, and program children were observed to be more able to

engage their fathers and to be more attentive during play with their fathers than those in the control group.

The impact on children and parents are consistent with the substantial difference the program made for families' receipt of services. EHS families were, during the first 2 years after enrollment, significantly more likely than control families to receive a wide variety of services, much more likely to receive intensive services, and more likely to receive intensive services that focused on child development and parenting.

Findings from the study can be found in two reports: 1) *Making a Difference in the Lives of Infants, Toddlers and Their Families: The Impacts of Early Head Start*; and 2) *Building Their Futures: How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families*



Early Head Start program fathers were observed to be less intrusive, and program children were observed to be more able to engage their fathers and to be more attentive during play with their fathers than those in the control group.

MIGRANT AND SEASONAL HEAD START PROGRAMS

The Migrant and Seasonal Head Start programs (MSHS) in Washington State are administered centrally from Washington, D.C. by the Migrant and Seasonal Program Branch. MSHS programs provide migrant children and families with comprehensive health, education, nutritional, socialization and other developmental services promoting school readiness. These services are directed toward economically disadvantaged preschool children (ages 3-5) and infants and toddlers (birth through age 3).

In Washington State, there are close to 3,000 children from migrant and seasonal farm-worker families that are served by MSHS. Migrant farm-workers live and work in patterns that are directly related to the environment, harvest, and labor changes, often times requiring worker families to expand their migration ranges or move from one home-base state to another. Within the family, the children are the first to feel the affects that the constant uprooting creates in their families' lives. With these realities in mind, MSHS programs take a holistic and comprehensive approach creating assistance strategies that are culturally relevant, accessible, effective, and timely in working with farm worker families and children.

Working with a constantly mobile population of adults and children is a challenge, which requires that MSHS programs serve as multi-purpose agencies that provide auxiliary services and broker other resources for migrant families. Programs must be aware of the interstate and international travel of their constituents in an effort to provide for the continuity of Head Start services. In addition, programs assist the needs of seasonal families who have decided to settle out and stabilize in the non-migrant community. Like all Head Start programs, Migrant and Seasonal programs provide services to children with disabilities, working to secure appropriate and timely services and follow-up, as the family travels through migrant streams.

MIGRANT FAMILIES ARE
MAINLY TWO-PARENT
FAMILIES.

MIGRANT HEAD START	ENROLLMENT	BASE	T&TA	TOTAL FUNDING	CENTERS
ENTERPRISE FOR PROGRESS IN THE COMMUNITY	713	\$4,838,290	\$59,293	\$4,897,583	6
WASHINGTON STATE MIGRANT COUNCIL	2,216	\$16,317,239	\$154,923	\$16,472,162	23
Migrant Head Start Totals	2,929	\$21,155,529	\$214,216	\$21,369,745	29

X - No data

Source: Regional Office Funding Plan, 2002 Final PIR Dataset (GATES)

Definitions/Sources:

Enrollment = ACF-funded enrollment

AI/AN and Migrant Head Start enrollment based on self-reported PIR data, question A2.

Total Funding = Program Base + Training and Technical Assistance. COLA/Quality for FY03 not included

Head Start and Early Head Start total funding based on total funding awarded in 2002.

Center = Total number of Head Start or Early Head Start centers (not including family child care homes)

Number of centers based on self-reported PIR data, question A28.

MIGRANT AND SEASONAL HEAD START PROGRAMS

As with all HS/EHS programs, Migrant and Seasonal Head Start programs are very important in the effort to keep people off welfare, empowering them to lead productive lives. Without Migrant and Seasonal Head Start many parents would be forced to choose between going to work and leaving their children alone or to stop working and rely upon the welfare system. MSHS provides these myriad services, which support a large portion of the nation's at-risk families, at an average cost that is less than half that of similar comprehensive programs. Migrant families learn how to find and utilize available local community services and resources to improve their family condition and quality of life for themselves and their children.

CONTRARY TO PERSISTENT STEREOTYPES, ALMOST 50% OF MIGRANT AND SEASONAL WORKERS ARE U.S. BORN NATIONALS, WHILE THE OVERWHELMING MAJORITY OR FOREIGN-BORN MIGRANT WORKERS ARE LEGAL U.S. RESIDENTS.

WHO ARE MIGRANT AND SEASONAL WORKERS?

Migrant and Seasonal farm-workers and their families work yearly to bring millions of dollars worth of fruit, vegetables, and horticulture crops to Washington State consumers. It is a dangerous, labor intensive and difficult task, during which workers are exposed to hazardous chemicals, earn low wages and receive infrequent health care.

Migrant families are mainly two parent families that travel extensively in search of agricultural work. These hard-working people tend to be employed less than 150 days per year, with work dependent upon good weather and successful harvests. In many instances, there is no guarantee that work will be available even after families have traveled a distance of 1000 miles or more. Only 17% of migrant workers use need-based services such as TANF, general assistance or welfare.

Representing diverse cultural and ethnic backgrounds, a large percentage of seasonal workers are of Hispanic descent. African-American, European-American, Southeast Asian, Eastern European and Caribbean immigrants are also represented within the work force. Contrary to persistent stereotypes, almost 50% of migrant and seasonal workers are U.S. born nationals, while the overwhelming majority of foreign-born migrant workers are legal U.S. residents.

Although some farm-workers remain in agricultural work their entire lives, others look to escape their migrant situation. Hampered by poor and incomplete education, lack of English skills, and limited alternate job experience, many workers feel trapped in their current lives. Programs such as Migrant and Seasonal Head Start respond with encouragement and training. However, with such a diverse workforce facing such a vast array of health, education, safety and language problems, programs face a difficult task in adequately responding to workers' needs.

For Migrant and Seasonal farm-workers, getting their children out of the fields is a starting point. Migrant and Seasonal parents understand that the best opportunities for their children lie in education: learning English to find better jobs, gaining basic skills, and finishing high school. Children are highly motivated to learn because of the importance parents place on education. Families have to be resilient to continue in the lifestyle of the Migrant and Seasonal farm worker. They constantly remain on the lookout for better opportunities and struggle to get ahead, following the crops in order to, little by little, have a nice and stable place to live. Migrant and Seasonal parents hope that their children will have a better life.

For questions about Migrant and Season Head Start programs, please contact

**Migrant and Seasonal Head Start Program Branch
Administration for Children, Youth and Families
Head Start Bureau
330 "C" Street, S.W., Room 2030 Main Office
Washington, D.C. 20447
1-877-876-2662**

For local program contact information, please see the Program Directory in the back of this State Profile.

ONLY 17% OF MIGRANT WORKERS USE NEED-BASED SERVICES SUCH AS TANF, GENERAL ASSISTANCE OR WELFARE.

AMERICAN INDIAN HEAD START PROGRAMS IN WASHINGTON STATE

The American Indian Head Start programs in Washington State are administered centrally from Washington, D.C., by the American Indian-Alaskan Native Program Branch (AI-ANPB). These programs provide American Indian children and families with comprehensive health, education, nutritional, socialization and other developmental services promoting school readiness. These services are directed primarily toward economically disadvantaged preschool children (ages 3-5) and infants and toddlers (birth through age 3).

The AI-ANPB, in practice, awards grants to tribal governments. As such, the authorizing officials for these grants are usually tribal presidents, governors, executive directors or administrators. Additionally, the majority of grantees serve and reside on tribal reservations. The diversity of languages, traditions and heritage existing in the American Indian cultures are reflected and encouraged in the Head Start programs.

AI/AN HEAD START AND EARLY HEAD START	ENROLLMENT	BASE	T&TA	TOTAL FUNDING	CENTERS
NISQUALLY INDIAN HEAD START	40	\$353,854	\$7,480	\$361,334	1
LUMMI NATION	102	\$763,198	\$12,399	\$775,597	1
SKOKOMISH INDIAN TRIBE	40	\$300,002	\$8,369	\$308,371	1
NOOKSACK INDIAN TRIBE	X	\$536,263	\$9,020	\$545,283	X
PORT GAMBLE S'KLALLAM TRIBE	20	\$199,615	\$7,378	\$206,993	1
PORT GAMBLE S'KLALLAM TRIBE	28	\$411,210	\$3,306	\$414,516	1
LOWER ELWHA KLALLAM TRIBE	40	\$300,317	\$8,369	\$308,686	1
SPOKAND TRIBE OF INDIANS, HEAD START	70	\$585,849	\$9,340	\$595,189	1
COLVILLE CONFEDERATED TRIBES	115	\$752,812	\$12,235	\$765,047	4
QUINALT INDIAN NATION	60	\$392,365	\$9,254	\$401,619	2
MAKAH HEAD START	62	\$429,992	\$9,343	\$439,335	1
CONFEDERATED TRIBES OF THE CHEHALIS	38	\$402,565	\$8,192	\$410,757	1
MUCKLESHOOT INDIAN TRIBE	90	\$681,680	\$10,580	\$692,260	1
YAKAMA NATION HEAD START	171	\$1,043,842	\$15,602	\$1,059,444	3
QUILEUTE TRIBAL COUNCIL	X	\$383,129	\$8,856	\$391,985	X
THE SUQUAMISH TRIBE	36	\$90,427	\$15,324	\$105,751	1
UPPER SKAGIT INDIAN TRIBE	36	\$223,675	\$15,324	\$238,999	1
SAMISH INDIAN TRIBE	X	\$238,269	\$0	\$238,269	X
THE SUQUAMISH TRIBE	40	X	X	X	1
AI/AN HEAD START, EARLY HEAD START TOTALS	988	\$8,089,064	\$170,371	\$8,259,435	22

AI/AN - American Indian/Alaskan Native

X - No data

Source: Regional Office Funding Plan, 2002 Final PIR Dataset (GATES)

Definitions/Sources:

Enrollment = ACF-funded enrollment

AI/AN and Migrant Head Start enrollment based on self-reported PIR data, question A2.

Total Funding = Program Base + Training and Technical Assistance. COLA/Quality for FY03 not included

Head Start and Early Head Start total funding based on total funding awarded in 2002.

Center = Total number of Head Start or Early Head Start centers (not including family child care homes)

Number of centers based on self-reported PIR data, question A28.

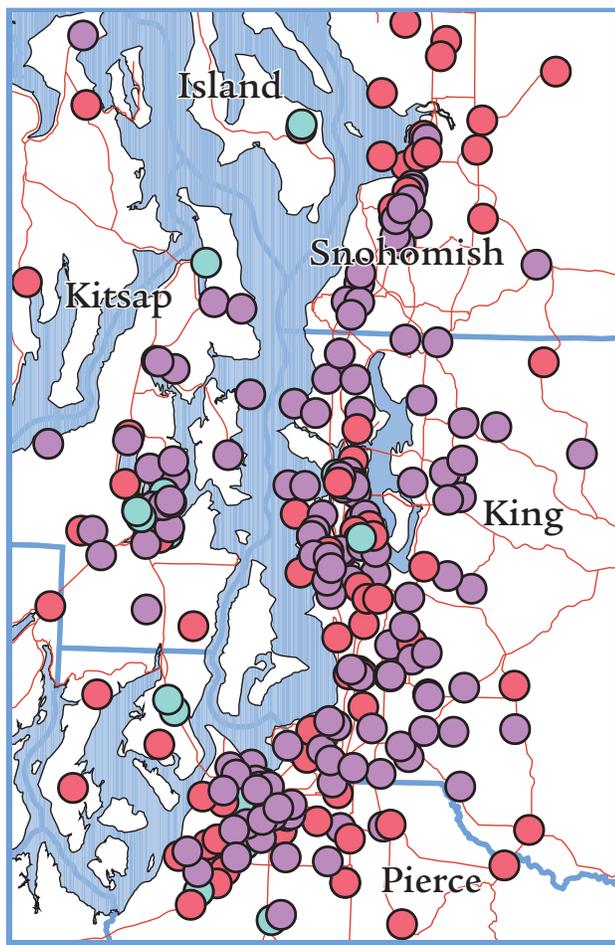
AMERICAN INDIAN HEAD START PROGRAMS

For questions about American Indian Head Start programs in Washington State, please contact:

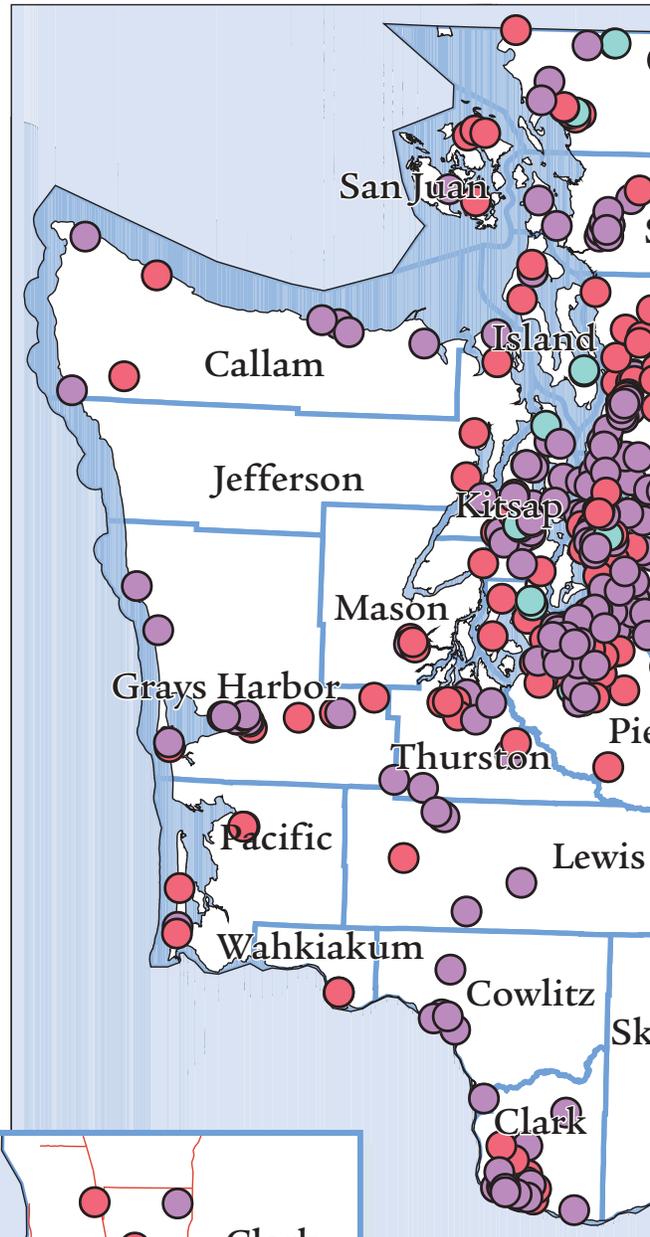
**American Indian-Alaska Native Program Branch
Region XI
Administration for Children and Families
Administration for Children,
Youth and Families
Head Start Bureau
330 "C" Street, S.W., Room 2030 Main Office
Washington, D.C. 20447
1-877-876-2662**

T HE DIVERSITY OF
LANGUAGES, TRADITIONS
AND HERITAGE EXISTING
IN THE AMERICAN INDIAN
CULTURES ARE REFLECTED
AND ENCOURAGED IN THE
HEAD START PROGRAMS

HEAD START, EARLY HEAD START AND E



Central Puget Sound



South Western

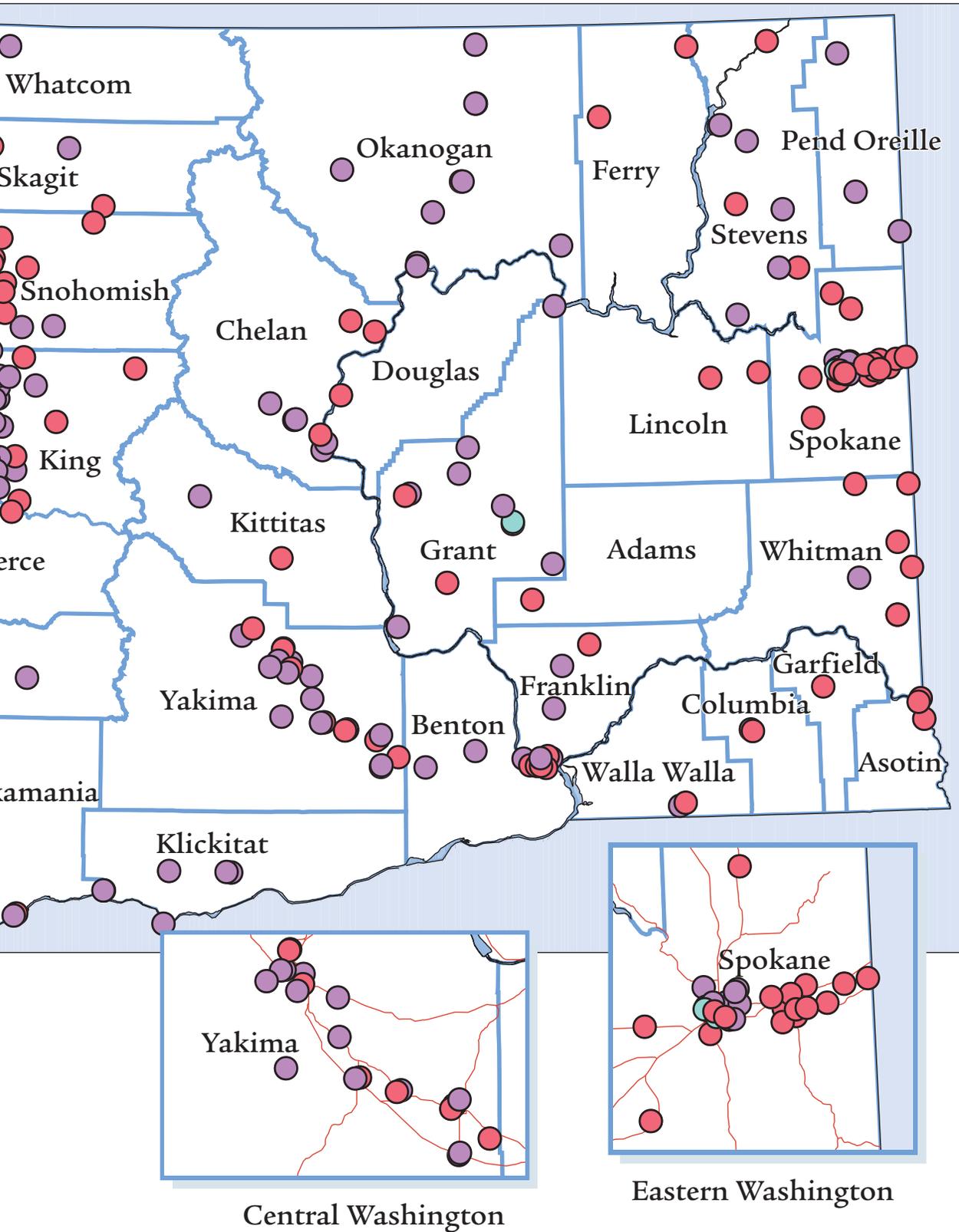
Sites

- ECEAP
- Early Head Start
- Head Start

Counties

Source: Department of Community Trade and Economic Development, Early Childhood Education and Assistance Program (ECEAP)
 * Centers = Head Start, Early Head Start locations do not include home-based programs or family child care homes.

CEAP CENTERS* IN WASHINGTON STATE



ECEAP



ECEAP PROGRAM DESIGN OPTIONS

ECEAP operates locally through 36 contractors - school districts, educational service districts, local governments, nonprofit organizations, childcare providers, community colleges, and tribal organizations - with 270 program sites statewide. Through the guidance of nationally-respected program performance standards, ECEAP provides communities with a variety of program service models they can tailor to meet their unique needs. Programs can include combined elements of center-based, home-based or other models with a weekly schedule that fits the needs of individual communities. Monthly staff and parent contact and educational planning meetings are also required.



ECEAP provides communities with a variety of program service models they can tailor to meet their unique needs.

CHILD CARE INTEGRATION

Communities that choose to integrate ECEAP slots with family day care homes and child care centers make it possible to reach low-income children and families who otherwise could not access ECEAP's comprehensive services because of their need for full-time child care. Additionally, integration of ECEAP into child care settings allows all children to benefit from a developmentally appropriate environment that is both creative and interesting, regardless of ECEAP eligibility. Furthermore, child care staff benefit from increased training opportunities in developmentally-appropriate teaching methods and all families benefit from parent trainings and meetings.

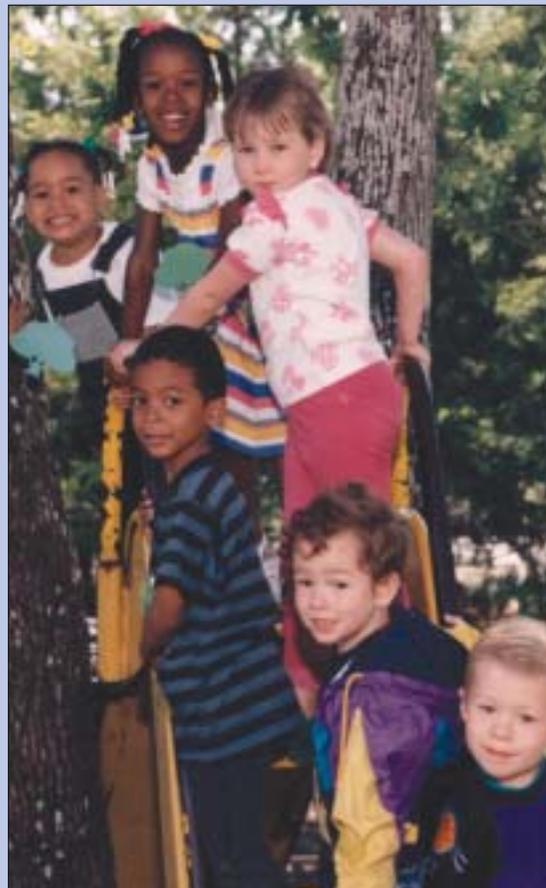
HOMELESS PROGRAMS

Several local programs provide ECEAP services for homeless families with young children. Services are offered year-round, five days per week instead of the standard nine months and three or four-day weeks. Young children of all ages are served. Homeless families require intensive social services, and children need educational programming that allows more one-on-one time with teachers and a curriculum modified to address the short time frame that they are enrolled. Children generally receive two meals per day, medical and dental screenings and attention to any significant emotional needs.

ECEAP ELIGIBILITY CRITERIA

The target ECEAP population is three and four-year-old children and their families whose family incomes are at or below 110 percent of the federal poverty level. This amounts to just \$16,522 for a family of three in 2002. Enrollment priority is given to 4-year olds, though 3-year olds can be served as availability and need allows.

Programs can enroll up to 10% of ECEAP child and family enrollment slots with children of families above the income limit who are otherwise at-risk of school failure due to developmental delays for reasons including medical disabilities, environmental issues, behavioral issues, etc. Statewide, at least 10% of ECEAP slots are targeted to otherwise-eligible Native American children and children of migrant and seasonal workers. Families receiving cash benefits under the Temporary Assistance to Needy Families (TANF) program are automatically eligible for ECEAP. However, no one is guaranteed enrollment in the program since ECEAP is not considered part of the Basic Education services mandated by the Washington State Constitution.



ECEAP enrollment priority is given to 4-year olds, though 3-year olds can be served as availability and need allow.

PROGRAM FACTS

ENROLLMENT AND FUNDING FOR ECEAP PROGRAMS IN WASHINGTON STATE

ECEAP PROGRAMS	BASE FUNDS	D&T**	TOTAL FUNDING	FEL ***
ABERDEEN SCHOOL DISTRICT #5	\$534,215	\$12,470	\$546,685	121
CENTRALIA COLLEGE	\$394,028	\$9,303	\$403,331	69
CHELAN-DOUGLAS CHILD DEVELOPMENT *	\$373,884	\$9,226	\$383,110	77
CITY OF SEATTLE ECEAP	\$1,940,870	\$29,271	\$1,970,141	349
COMMUNITY CHILD CARE CENTER *	\$418,533	\$10,278	\$428,811	70
DAYTON SCHOOL DISTRICT #2	\$92,730	\$5,324	\$98,054	18
EARLY CHILDHOOD OPPORTUNITIES NORTHWEST *	\$504,794	\$11,412	\$516,206	78
ENTERPRISE FOR PROGRESS IN THE COMMUNITY *	\$1,449,504	\$23,384	\$1,472,888	242
EOC OF CLARK COUNTY, INC. *	\$1,857,343	\$30,237	\$1,887,580	350
ESD 101 - CENTER FOR EARLY CHILDHOOD SERVICES	\$299,867	\$8,245	\$308,112	61
ESD 112 - SOUTH PACIFIC COUNTY	\$150,176	\$6,180	\$156,356	34
ESD 113 - SOUND TO HARBOR HEAD START/ECEAP *	\$804,356	\$14,974	\$819,330	141
GRANGER SCHOOL DISTRICT #204	\$242,825	\$7,692	\$250,517	55
KENNEWICK SCHOOL DISTRICT #17	\$580,037	\$12,322	\$592,359	123
KITSAP COMMUNITY RESOURCES *	\$391,012	\$9,708	\$400,720	72
KITTITAS COUNTY HEAD START/ECEAP *	\$79,463	\$4,818	\$84,281	18
LEWIS CLARK EARLY CHILDHOOD PROGRAM *	\$495,897	\$11,024	\$506,921	77
LOWER COLUMBIA COLLEGE *	\$552,770	\$12,748	\$565,518	102
MANSON SCHOOL DISTRICT	\$225,964	\$7,539	\$233,503	49
MID-COLUMBIA CHILDREN'S COUNCIL, INC. *	\$119,179	\$5,567	\$124,746	18
NORTH FRANKLIN SCHOOL DISTRICT ¹	\$79,475	\$3,596	\$83,071	18
OLYMPIC COMMUNITY ACTION PROGRAMS *	\$403,881	\$9,539	\$413,420	61
OLYMPIC ESD 114 *	\$820,264	\$15,626	\$835,890	144
OMAK SCHOOL DISTRICT	\$239,224	\$7,340	\$246,564	52
PUGET SOUND ESD #121 *	\$8,115,102	\$131,381	\$8,246,483	1,811
SAN JUAN COUNTY ECEAP	\$122,689	\$5,536	\$128,225	24
SELAH SCHOOL DISTRICT	\$239,539	\$7,342	\$246,881	50
SKAGIT VALLEY COMMUNITY COLLEGE *	\$434,101	\$9,604	\$443,705	78
SNOHOMISH COUNTY HUMAN SERVICES	\$3,180,343	\$54,830	\$3,235,173	714
SOUTH BEND SCHOOL DIST. - TRI-DIST. FAMILY SVCS.	\$186,912	\$6,370	\$193,282	34
ST. JAMES FAMILY CENTER	\$79,462	\$5,327	\$84,789	18
UNITED INDIANS OF ALL TRIBES FOUNDATION *	\$224,118	\$7,210	\$231,328	49
WA STATE COMMUNITY COLLEGE #17 *	\$2,220,745	\$39,300	\$2,260,045	503
WALLA WALLA COMM. COLL. ² (NOT CONTRACTOR IN FY03)	\$44,145	\$1,997	\$46,142	10
WALLA WALLA PUBLIC SCHOOLS *	\$291,390	\$8,452	\$299,842	66
WASHINGTON STATE MIGRANT COUNCIL *	\$1,823,395	\$32,893	\$1,856,288	413
	\$30,012,234	\$588,065	\$30,600,299	6,169

* = Contractor also offers Head Start services, ** = Development and training, *** = Funded enrollment level

1 Calculated proportional amount of initial funding for ESD 123, since was not separate contractor at beginning of year

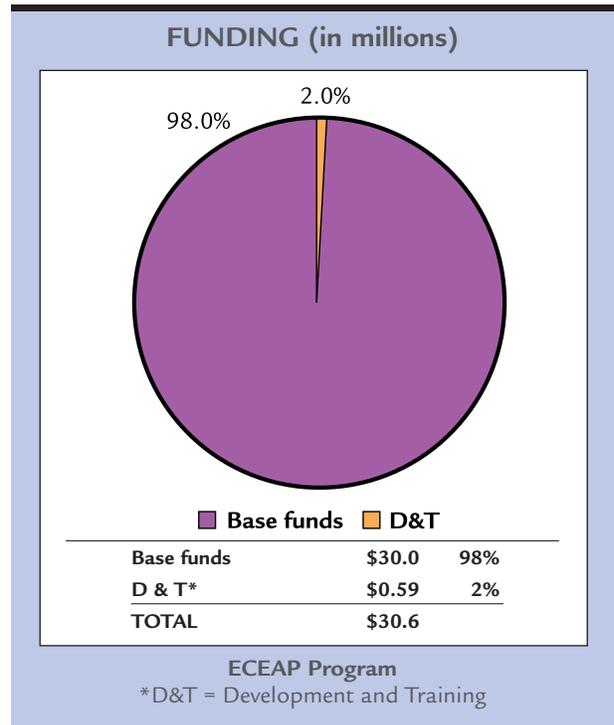
2 Calculated proportional amount of initial funding for ESD 123, since was not separate contractor at beginning of year

ECEAP FUNDING

Funding is provided through a combination of resources. Federal and local dollars and in-kind services are leveraged to the greatest extent possible, using State dollars as a last resort. State funding and the numbers of children served have grown since the beginning of the program. Started as a planning grant with \$35,000 in 1985, and serving 1,000 children in 1985-87 for \$3 million, ECEAP contractor allocations have expanded to \$30.5 million in FY 2003 (which includes state Maintenance of Effort dollars for federal Child Care Development Fund), offering over 5,800 child and family enrollment slots annually at a statewide average funding per slot of \$5,469.

Over 96% of total program funds received are passed through to contractors, with a limit of 15% for their program administrative costs; actual average cost is 12.8%. 19 ECEAP contractors are dually funded and administer Head Start programs as well.

Program monitoring consists of: on-site program review every 4 years to extensively review delivery of all areas of Performance Standards; follow-up review if program has compliance issues; and ongoing desk monitoring with yearly submittal of self evaluation.



E CEAP OPERATES
270 SITES AND
526 CLASSROOMS.

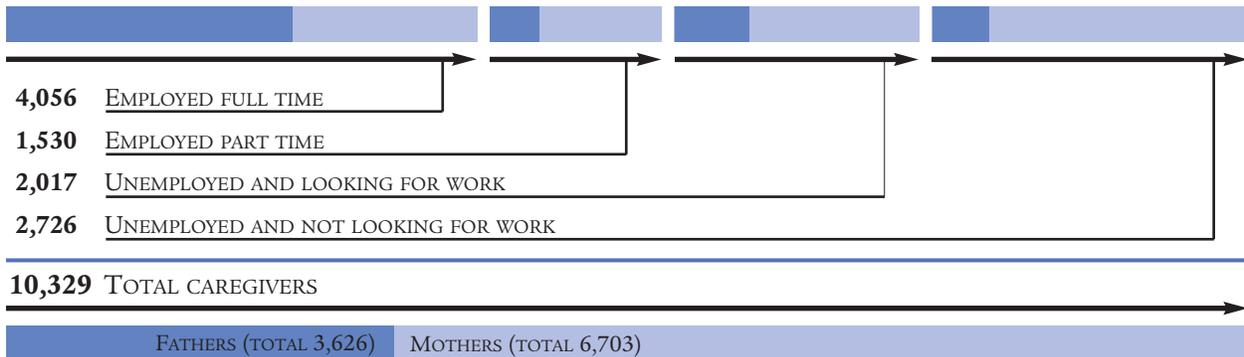
WORKFIRST/TANF PARTICIPATION



CHILD CARE SUBSIDIES



CAREGIVER EMPLOYMENT STATUS



ECEAP PROGRAM HIGHLIGHTS

FREE BOOSTER SEATS

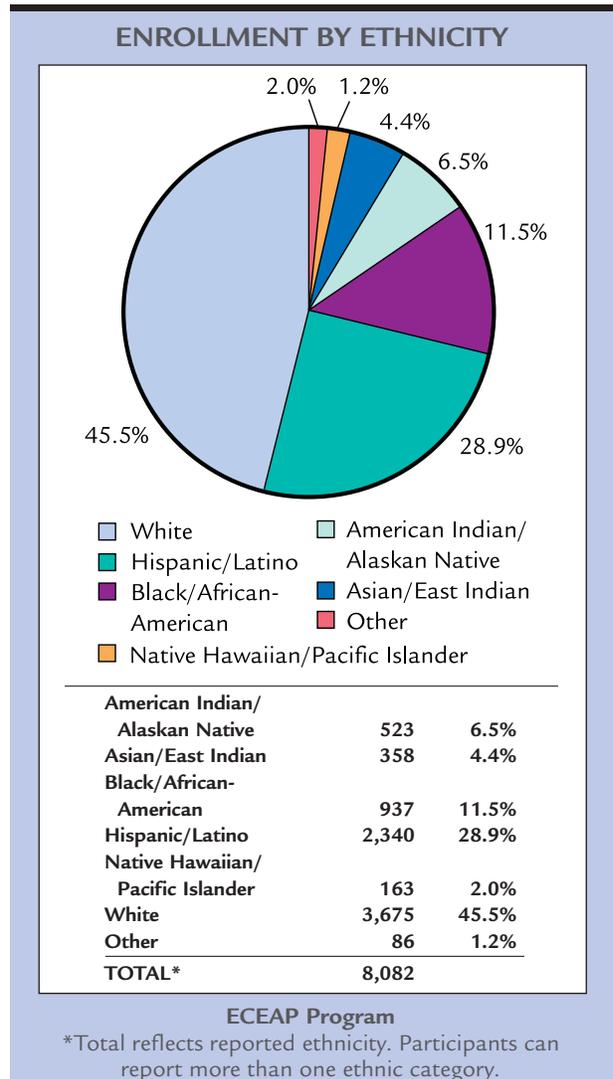
ECEAP statewide administration negotiated with the Ford Motor Company through its BoostAmerica! Campaign to obtain 1200 free booster seats for children enrolled in ECEAP. They were shipped August 2002 to participating contractors, and distributed in conjunction with an educational session for children and parents, who learned about the importance of child passenger safety restraints and proper installation and use of booster seats. Each program used videos and printed materials supplied at no cost from the Washington Traffic Safety Commission. Additionally, the administrative office arranged for programs with Spanish-speaking parents/caregivers to obtain a free kit from the National Highway Transportation Safety Administration (NHTSA), which included a video entitled, "corazon de mi vida" ("you are the center of my life"). Programs were assisted statewide by community child passenger safety restraint certified technicians.

ECEAP OUTCOMES STUDY

The ECEAP Outcomes Study was awarded to James Bowman Associates (JBA). The purpose of this contract is to design and implement an annual evaluation process to assess ECEAP's performance and child and family outcomes. Information obtained from the evaluation will be used to measure program effectiveness, direct policy development, and address needs of the Legislature, the Governor, and other stakeholders. JBA is a highly qualified national research and training firm with an office in Seattle. They are well known in the Head Start community and have done evaluations of early childhood programming in California.

PLANNING SURVEY

In the spring of 2002, ECEAP administration developed and released a planning survey to over 5,000 ECEAP participants, programs, and partners. Rather than focus solely on past performance, the survey reached out to the ECEAP community as a way to start building a strong vision for the program's future. Respondents were encouraged to tell what they liked most about ECEAP and how it can serve them better, and rate specific examples of future services that could make an additional impact in their lives. All current and past ECEAP families, program staff, and other interested groups were

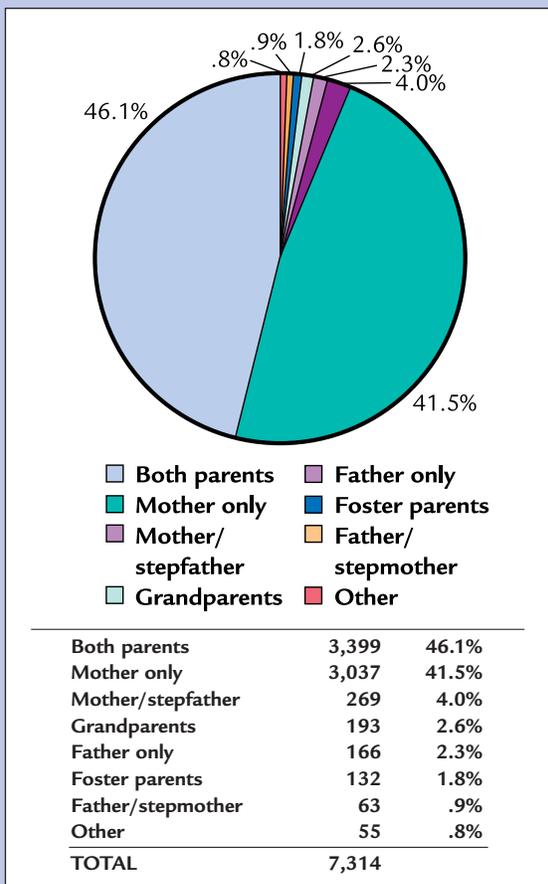


encouraged to reply in order to provide as broad a response base as possible.

Given the traditionally large Spanish-speaking population served by ECEAP, staff from ECEAP-contractor Kennewick School District volunteered to provide a Spanish translation of the survey. Due to the short turnaround between the survey release and the end of the program year, other translations were not made available, but they were part of the great feedback received on how to improve the survey for next time. Of the estimated 5,265 surveys distributed, 4,205 were in English (79.9%) and 1,060 were in Spanish (20.1%). 718 anonymous surveys were returned within 6 weeks, of which 622 were in English (86.6%) and 96 were in Spanish (13.4%). This comes to an overall response rate of 13.6%, 14.8% of English surveys and 9.1% of Spanish surveys.

Over 65% of the respondents selected the full range of comprehensive services that ECEAP offers as being fundamental to the program, covering preschool, family support, health and nutrition, and parent involvement in their child's education. With preschool being the most popular option, they still recognized the fundamental interconnectedness between the four program elements that each add to the overall success of the program. It's hard to learn on an empty stomach or with a mouth full of tooth decay. It's equally hard to learn when a child's family is torn apart by pressures and burdens of poverty. ECEAP's consistent focus on the whole child as essential to future school success has been validated through research and practice, and now by the experiences of those directly touched by the program.

CAREGIVERS CHILDREN RESIDE WITH



ECEAP Program

*Total reflects actual number of children served.

According to the survey results, some of the most important services provided by ECEAP include daily meals and snacks while in the classroom (77.2%), medical & dental screenings (64.6% & 64.5%, respectively), transportation (64.1%), and family activities (66.2%). Availability of transportation to



Some of the most important services provided by ECEAP include daily meals and snacks while in the classroom.

and from program activities and duration of services were cited most often as areas where ECEAP does not currently meet survey respondents' needs.

Accordingly, respondents would like to see more hours per day, days per week, and weeks per year, and 60.3% were supportive of the development of Universal Pre-Kindergarten services, voluntarily available for all four-year-olds in the state, regardless of family income. Where respondents did not support expansion ideas, they typically expressed concerns about the current availability of funding, not wanting to water down current services or lose services that address the difficult challenges faced by ECEAP's low-income families and their children.

SELECTED SURVEY QUOTES

"I was really impressed with my daughter's ability to learn how to express her feelings. ECEAP taught her about the importance of using words and not physical contact. She came home and was upset. I thought she was going to have a tantrum, but she told me, 'I have to stop... think... & stay in my bubble.'"

"ECEAP encouraged me as my child's primary teacher and helped me in the classroom to feel like a valuable part of the team. My home visitor/teacher pointed out my talents with children and encouraged me to apply for a job working in an ECEAP program, which has been a choice I've loved."

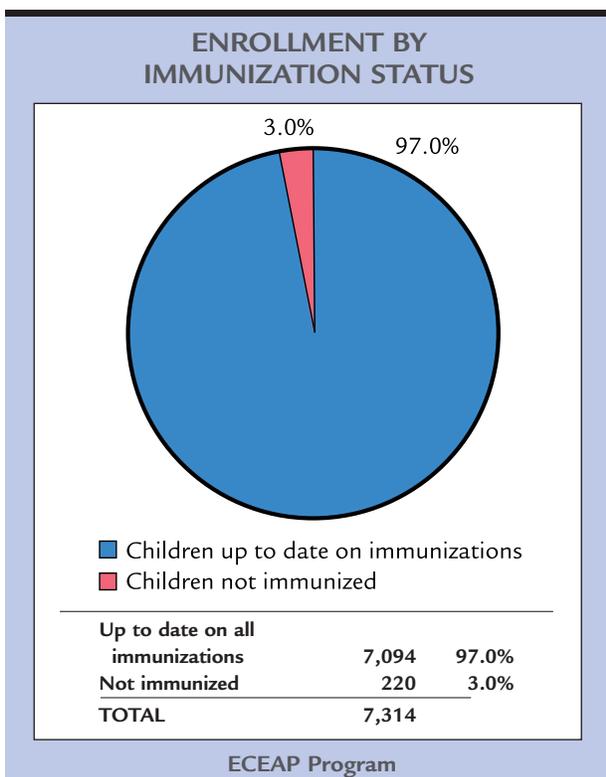
"Es excelente que existe 'ECEAP' ya que ayuda a nuestras niños, a que se preparen para el kindergarten para que lleguen con seguridad y confianza. Gracias a 'ECEAP' y que nunca deje de existir."

"My children have learned so much more in the ECEAP program to prepare them for other schools. I also love the fact that I can help in the classroom and I have opinions that are heard. Thank you for all the help for my child and my whole family."

"I enjoyed the very diverse classroom that my child was in. He learned a lot about different cultures but at the same time learned how similar his classmates were. The topics that were taught were relevant to the children i.e. bugs, transportation, etc. It made learning fun."

"I am extremely grateful to this program and its well-trained and caring staff. My son was diagnosed with hearing problems (which were subsequently treated with ear tubes) after the well-trained staff and teachers alerted me to the fact that he seemed to be developmentally delayed. He is now on an IEP to catch up. I have their keen eyes to thank for the problem being corrected and addressed with an IEP."

"Estoy muy contenta con el programa y muy agradecida por lo mucho que la ha servido la escuela a Luis..."



NINETY-SEVEN PERCENT OF ECEAP CHILDREN ARE UP TO DATE ON IMMUNIZATIONS.

GOVERNOR'S HEAD START-STATE COLLABORATION OFFICE

OVERVIEW

Head Start recognizes that individual States play an important role in the formulation and implementation of policies and initiatives that affect low-income children and their families. Since collaboration on behalf of children and families is one of Head Start's highest priorities, the Head Start Bureau has funded the Governor's Head Start-State Collaboration Office in Washington State since 1996. The Collaboration Office was created as a visible presence for Head Start, and to develop and maintain the capacity to support development of multi-agency and public/private collaborations/partnerships at the State level. These collaborations and partnerships are intended to:

1. Help build early childhood systems and enhance access to comprehensive services and support for all low-income children;
2. Encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives, augmenting Head start's capacity to be a partner in State initiatives on behalf of children and their families; and
3. Facilitate the involvement of Head Start in state policies, plans, processes and decisions affecting Head Start target population and other low-income families.

The purpose, objectives and activities of the Collaboration Office exist within a national, regional and state context; a management culture; public sentiment and stakeholder priorities. Additionally, in Washington State, there are two interagency collaborative bodies created by the Legislature to coordinate programs relating to children: the Family Policy Council and the Child Care Coordinating Committee. There are also private initiatives and organizations such as The Foundation for Early Learning, Project Lift-Off/The Finance Circle, Health Improvement Partnership of Spokane, and Economic Opportunity Institute that are working to improve opportunities and options for young children. The Collaboration office must work in partnership with these existing bodies as well as state departments and non-profit organizations to move the early childhood care and education agenda forward.

“I AM CONSTANTLY STRUCK BY THE IMPACT THE HEAD START-STATE COLLABORATION OFFICE HAS ON OUR ABILITY TO BUILD CROSS-SECTOR PARTNERSHIPS FOR EARLY LEARNING.”

- GARRISON KURTZ
FOUNDATION FOR
EARLY LEARNING

PRIORITY AREAS

In the 1998 reauthorization of the Head Start Act, Congress outlined eight priority areas for the Collaboration Offices in each state. Through this Act, the Collaboration Office in Washington is charged with facilitating coordination of Head Start services with a complex array of other services for children age birth to five, pregnant women, and their families.

1. **Education** – Expand and improve education opportunities for children, and foster professional development of early childhood professionals
2. **Health Care** – Improve and promote access to health and mental health care services
3. **Services for Children with Disabilities** – Improve access to resources and services for children with disabilities and their families
4. **Child Care** – Improve the availability and affordability of quality child care services, and facilitate partnership development between Head Start programs and child care providers
5. **Family Literacy** – Strengthen partnerships and linkages between Head Start and other state initiatives that provide family literacy programs
6. **Services for Homeless Children** - Improve access to resources and services for homeless children and their families
7. **Family Self-Sufficiency** – Encourage collaboration between Head Start, family support and welfare systems
8. **Community Service** - Collaborate with existing community services activities

Although the Collaboration Office is expected to address all of the legislative priority areas, it has the latitude to phase in priority areas over time, and to honor the current policy environment. The current focus is on priority areas 1, 2, 3, 4 and 7.

The Collaboration Office has an Advisory Council comprised of public and private organizations (state agencies, Indian Tribes, advocacy organizations, Head Start Association, school systems and the federal Region X office) that represent the spectrum of the early childhood system. The Advisory Council informs and helps to guide the Collaboration office in development of projects and identifying needs in Washington State.

CURRENT PROJECTS

Fathering and Male Involvement Initiative

The Washington Council for the Prevention of Child Abuse and Neglect (WCPCAN) and the Collaboration Office have developed a Statewide Fathering and Male Involvement Initiative to promote the importance of fathers and male involvement in the lives of children. In partnership with a Leadership Advisory Group, WCPCAN is working to support and implement the Fathering and Male Involvement Initiative.

Health Care, Mental Health Care and Services for Children with Disabilities

Through conference sponsorship, project support and partnership activities, the Collaboration Office works to facilitate increased and improved linkages/relationships between Head Start/Early Head Start, child care and ECEAP programs, the Department of Health, local public health departments, the WA State Association of Head Start and ECEAP, the federal Region X office, the Infant Toddler Early Intervention Program, and other public and private sector child health focused efforts. The elements of focus are enhanced communication, partnership development and sustainability, information sharing, data collection, and confidentiality issues.

Mapping Standards Project

The Collaboration Office convened a cross-agency task force to explore and identify efficiency issues, program responsibilities and program alignment challenges across multiple early care and education programs in Washington State. As a result, the Collaboration Office, in partnership with the Department of Health and the Division of Child Care and Early Learning, developed a sophisticated database that maps and cross-maps the standards and regulations of the large Early Childhood Education programs in Washington State. The programs mapped are as follows: Licensed Child Care, Early Childhood Education Assistance Program (state pre-k), Head Start, Early Head Start, and the USDA Food Program. Specific regulations and standards from these programs have also been compared with national benchmarks (NAEYC and Caring for our Children National Health & Safety Standards: Guidelines for Out-of-Home Child Care Programs). Additionally, the regulations and standards are being mapped/ranked for multiple comparison topics. The database is the first phase of this partnership project; additional phases are being designed.

Family Self-Sufficiency

The Collaboration Office sponsored family support meetings and training for the Family Resource Coalition of Washington. Forty-one Early Head Start and Head Start grantees participated in these training opportunities. Additionally, the Collaboration Office convened and supported a design team to develop a Washington state "Parent Leadership Training Institute" for Early Head Start, Head Start, ECEAP and child care parents. Parent leaders were provided scholarships, travel, and training materials to attend a Summer Institute in June 2002.

State Profile for Head Start and ECEAP

Together, the Collaboration Office, ECEAP, the federal Region X office and the Washington State Association of Head Start and ECEAP have developed the first annual Head Start and ECEAP State Profile. The State Profile is

a statewide picture of Head Start and ECEAP programs and families in Washington. It will better inform state agencies, community partners and other public and private organizations about these comprehensive child development programs that serve low-income children, children with special needs and their families. The Collaboration Office is sponsoring development, coordination and printing of this State Profile.

SUPPLEMENTAL GRANTS

Since 1996, supplemental funding has been available to the Collaboration Offices across the nation on a competitive basis for innovative activities and special projects in defined categories. Limited to \$25,000 or \$50,000 one-time only grants, these seed funds have been instrumental in engaging new and existing partners in strategic efforts to (1) develop and enhance professional development opportunities, and (2) promote comprehensive, unified planning around service delivery systems for young children and their families.

Currently, Washington State has two of these supplemental grants.

1. Child Care Coordinating Committee, Systems Subcommittee's Initiative

The Collaboration Office is sponsoring \$25,000 toward the Child Care Coordinating Committee's (CCCC) Systems Subcommittee's Revisioning and Restructuring Initiative. The Initiative's focus is to revisit the CCCCs current statute, mission, vision and structure to see how it can be more effective and efficient. The \$25,000 supplemental grant supports the hiring of a consultant. Additionally, the Collaboration Office and the Systems Subcommittee are working in partnership with the Family Policy Council to extend and enrich this Initiative.

2. Education and Professional Development

With a \$50,000 supplemental grant, the Collaboration Office, in partnership with Olympic College and other Community and Technical Colleges, and University ECE faculty, developed a

common statewide Associate of Applied Science (AAS-T) degree that is being widely accepted across the State. The new AAS-T degree provides the critical content ECE professionals need for working in the field, as well as the general education content to secure transfer opportunities between two-year colleges and four-year institutions. This new degree offers Head Start teachers and other ECE professionals another career development path in Washington State's higher education system.

ON THE HORIZON – FUTURE WORK

For the Collaboration office, there are multiple priority areas from various key stakeholders, creating an extraordinary milieu for the project to thrive. The management plan for 2003 incorporates a framework of priority areas that are relevant to the policy environment in Washington so that staff can produce meaningful results. The Collaboration Office will focus on supporting the following priority areas:

- ◆ School Readiness and Transition;
- ◆ Health Care and Mental Health Care; and
- ◆ Early Head Start and Head Start Connections with state initiatives and policy planning

Contact Information

Governor's Head Start-State Collaboration Office
 Project Director, Sangree M. Froelicher,
froelsm@dshs.wa.gov
 Project Assistant, Rachel Blacke,
blackrm@dshs.wa.gov
 DSHS/DCCEL
 PO Box 45480
 Olympia, WA 98504-5480
 (360) 413-3330
 fax (360) 413-3482

“THE STRUCTURE AND APPROACH OF THE HEAD START-STATE COLLABORATION OFFICE HAS OFTEN BEEN THE DECIDING FACTOR IN ENSURING EFFECTIVENESS AND BUY-IN FOR MANY PLANNING AND IMPLEMENTATION EFFORTS IN WASHINGTON’S EARLY LEARNING SYSTEMS.”
 - RACHAEL LANGEN
 DIVISION OF CHILD CARE AND EARLY LEARNING

WASHINGTON STATE ASSOCIATION OF HEAD START AND ECEAP

The Association was formed in the late 1960s, primarily for the purpose of communication between local programs or grantees and the Region X Head Start Bureau. The Association's membership has always reflected the partnership between parents and staff. As needs of the Association changed, the organizational structure has evolved. In its early stages, the Association was three separate organizations, one each for Head Start parents, Head Start staff and Head Start Directors. Following the lead of the National Head Start Association in the early 1980's, the three separate organizations reorganized and formed one association. As a result, the Association's representatives are 50% parents, 25% staff and 25% directors. In the late 1980s, the Association again reorganized to incorporate ECEAP programs (contractors) into membership. Until the early 1990s the Association was entirely a volunteer organization. Currently, the Association is staffed with a full-time Executive Director, part-time Administrative Assistant and bookkeeper. Membership in the Association is open to all Head Start, Early Head Start, American Indian-Native Alaskan and Migrant Head Start grantees and ECEAP contractors in the State of Washington.

VISION AND MISSION

Building on our strong foundation and history, we envision a society that values and recognizes the critical importance of children and families to the health of that society, and a public will that supports and appreciates high quality, innovative support and services for families with young children. To that end, the mission of the Washington State Association of Head Start and ECEAP is: To strengthen Head Start and ECEAP programs for the benefit of children and families, through advocacy, education and collaboration.



The mission of the Washington State Association of Head Start and ECEAP is to strengthen those programs for the benefit of children and families, through advocacy, education and collaboration.

ACTIVITIES

Membership of the Association meets twice a year, typically in October in Central or Eastern Washington and in February in Olympia. Meetings offer opportunities for skill development, information sharing, and collaboration with funding sources and State of Washington partners. One of the greatest values of the meeting is the opportunity for exchange between programs. Another component of Association services is the provision of training conferences for programs across the state. Head Start grantee's commitment to this collaborative approach to training is demonstrated by each program's provision of 10% of training funds to support these activities. Commitment and investment of resources for training of staff at all levels in programs is one of the many reason that Head Start and ECEAP programs provide cutting edge services in their local communities.



At least five of the 13 members of the Board of Directors are parents.

GOVERNANCE

The Washington State Association of Head Start and ECEAP has a Board of Directors with 13 members who are elected to serve two-year terms by the general membership. The Board of Directors fulfills its responsibilities through three meetings per year and regular telephone conference calls. Of the 13 board members, at least 5 are parents, 5 are directors/staff and 3 are director, staff or parent affiliated.

Contact Information

Robbin Dunn, Executive Director
 Washington State Association of Head Start and
 ECEAP
 PO Box 11924
 Olympia, WA 98508-1924
 (360) 866-1342
robbindunnwsa@attbi.com

WORKING TOGETHER FOR CHILDREN AND FAMILIES: EARLY HEAD START, HEAD START, ECEAP, CHILD CARE AND PUBLIC SCHOOL PARTNERSHIPS

EARLY HEAD START, HEAD START AND ECEAP HISTORY: FAMILY AND COMMUNITY PARTNERSHIPS HAVE BEEN AND REMAIN CENTRAL TO LOCAL PROGRAMS' MISSION AND SERVICE DELIVERY DESIGN.

Family and Community Partnerships

Head Start and ECEAP have long-imbedded values and patterns of operation that facilitate collaboration with other community agencies and families. Family and community partnerships are a part of both the Head Start Performance Standards and the ECEAP Program Performance Standards. These are mandatory regulations that Head Start, Early Head Start and ECEAP grantees must implement (respectively) in order to operate a quality program.

To this end, Head Start and ECEAP serve families within the context of the community, and recognize that many other agencies and groups work with the same families concurrently. Collaboration with those agencies that do provide services to Head Start and ECEAP families, as well as with other educational, cultural, and advocacy organizations have been essential for programs to deliver high quality services. Additionally, these community partnerships seek to foster the development of a continuum of family-centered services, and to advocate for a community that shares responsibility for the healthy development of children and families.

Head Start and ECEAP regulations and standards also adhere to family support principles that guide governance, planning and services of the programs. Family-centered Head Start and ECEAP services follow the tenets that children develop in the context of their family and culture and that parents are respected as the primary educators and nurturers of their children. Both



Partnerships between Early Head Start, Head Start, ECEAP, child care and public schools create increased opportunities for families to access comprehensive services.

Head Start and ECEAP offer family members opportunities and support for growth and change, believing that people can identify their own strengths, needs, and interests and are capable of finding solutions.

ENVIRONMENTAL CHANGES

Additional Partnerships with Child Care and Public Schools

Over the last decade, concurrent policies, legislation, and funding realities have directly impacted Head Start, ECEAP, Child Care, and public schools. The implementation of welfare reform, education reform and other cultural changes have created an increased demand for early care and education services. In Washington, more than 66 % of two-parent families with young children now have both parents working full-time. More than 70% of single parents with very young children now work as a result of welfare reform. Additionally, stringent school readiness and accountability requirements are increasingly being attached as mandates to States in order to receive federal funds.

Traditionally, public dollars invested in early childhood care and education have either provided enriched early childhood experiences in part-day programs (Head Start/ECEAP) or subsidized the cost of full-day child care in the market (child care subsidies). However, in response to the changing needs of families, federal early childhood care and education administrators have been encouraging local programs to form partnerships to develop more service options. The majority of Head Start, Early Head Start and ECEAP programs in Washington State are now in partnership together or in partnership with child care programs and/or school districts to offer extended services.

In 2001, Washington State voters passed Initiative I-728 which provided additional school improvement funding to school districts, including funding for early assistance for children who need pre-kindergarten support. Pre-kindergarten and full-day kindergarten programs are becoming key strategies in enhancing school readiness and closing the student achievement gap. Because early learning plays such an important role in children's future academic and social success, school districts around the state of Washington are increasingly investing in early childhood education.

THE MAJORITY OF HEAD START, EARLY HEAD START AND ECEAP PROGRAMS IN WASHINGTON STATE ARE NOW IN PARTNERSHIP TOGETHER OR IN PARTNERSHIP WITH CHILD CARE PROGRAMS AND/OR SCHOOL DISTRICTS TO OFFER EXTENDED SERVICES.

In 2002 Economic Opportunity Institute (EOI) conducted a survey of the state's 296 school districts to compile comprehensive information on school district pre-kindergarten and kindergarten offerings, including the scope of the programs and their funding sources. This is the first time this information has been available for the state.

The offerings in each of Washington's 296 school districts are now available on EOI's website www.eoionline.org/elc/survey . Key highlights of the data are:

- ◆ More than 40% of all school districts provide more than the state-required (and funded) half-day kindergarten;
- ◆ 27 of these districts have universal full-day programs (i.e. available to all kindergarten-eligible children in the district);
- ◆ Initiative 728 is the sole source of funding in over a third of the districts providing more than what the state requires (and a contributing funding source in over half of the districts);
- ◆ Almost two-thirds of the state's school districts offer or have some involvement in pre-kindergarten beyond their legal requirement to provide preschool services to special education-eligible children;
- ◆ 115 districts operate a preschool program;
- ◆ More than 40% of districts operate or collaborate with Head Start and /or ECEAP programs.

More and more local programs are braiding multiple sources of public dollars and are breaking down the boundaries that have separated the early childhood provider community.

Although Head Start, ECEAP, Child Care and the public school partnerships have evolved, policy at both the state and federal levels have not kept pace. Regulatory differences in child and family eligibility, class size, and staff-to-child ratios, funding for staff professional development, and other state and federal requirements have hampered the success of such partnerships. Braided and blended funding mechanisms have worked somewhat well on a small scale. However, if partnership efforts were to be expanded, a more regularized and durable approach to funding would be needed to allow various programs (HS, ECEAP and Child Care) with administrative and business arrangements to function as though they were a single entity, funded by a single source.

H HEAD START, ECEAP,
CHILD CARE AND THE
PUBLIC SCHOOL
PARTNERSHIPS HAVE
EVOLVED AT THE LOCAL
LEVEL, HOWEVER,
POLICIES AT BOTH THE
STATE AND FEDERAL
LEVELS HAVE NOT KEPT
PACE.

Current Partnership and Combination Program Models include:

- ◆ Head Start and school districts
- ◆ Head Start and family child care homes
- ◆ Head Start and child care centers
- ◆ Early Head Start and child care centers
- ◆ Early Head Start and Head Start
- ◆ ECEAP and Head Start
- ◆ ECEAP and family child care homes
- ◆ ECEAP and child care centers
- ◆ ECEAP and school districts
- ◆ School districts and child care centers

None of the various early learning systems in Washington (Early Head Start, Head Start, ECEAP, child care and public school programs) can meet all of the needs of low-income families alone. We must all work together for children and families. Each system has its strengths to share. Child care brings its full-day experience, Head Start and ECEAP contribute their comprehensive services and Program Performance Standards, and the public schools add additional early learning and care programs, facilities, transportation, targeted literacy and other educational supports and services. These community partnerships between Early Head Start, Head Start, ECEAP, child care and public schools create increased opportunities for families to access full-day, full-year, comprehensive services.



We must all work together for children and families.

EARLY HEAD START, HEAD START AND ECEAP PROGRAM DIRECTORY

Aberdeen

Aberdeen School District
 216 N. G Street
 Aberdeen, WA 98520
 Phone: 360-538-2251
 Fax: 360-538-2192
 Director: Nancy Liedtke
 Email: nliedtke@asd5.org



Anacortes

Samish Indian Nation
 1618 "D" Ave.
 Anacortes, WA 98221
 Phone: 360-293-6404
 Fax: 360-299-3706
 Director: Marah Rockhold
 Email: mrockhold@samishtribe.nsn.us



Auburn

Muckleshoot Tribe
 39015-172nd Ave. SE
 Auburn, WA 98092
 Phone: 253-939-3319
 Fax: 253-939-5311
 Director: Vickie Hughes
 Email: vickiehugh@aol.com



Bellingham

Early Childhood Opportunities Northwest
 220 Unity St., Suite 102
 Bellingham, WA 98225
 Phone: 360-734-8396
 Fax: 360-671-5096
 Director: Dee West
 Email: dee_west@oppco.org



Lummi Nation

2616 Kwina Rd.
 Bellingham, WA 98226-9298
 Phone: 360-384-2260
 Fax: 360-384-0368
 Director: Jessie Deardorff
 Email: jessied@lummi-nation.bia.edu



Bremerton

Kitsap Community Resources
 1201 Park Ave.
 Bremerton, WA 98337
 Phone: 360-377-0053
 800-338-3363
 Fax: 360-792-8708
 Director: Marcia Rodes
 Email: mrodes@kdr.org



Olympic ESD 114

105 National Ave. N.
 Bremerton, WA 98312
 Head Start Phone: 360-478-6887
 ECEAP Phone: 360-479-0993
 Fax: 360-478-6869
 Director: Lorraine Olsen
 Email: lolsen@oesd.wednet.edu



Burien

Puget Sound Educational Service District
 400 SW 152nd St.
 Burien, WA 98166
 Head Start Phone: 206-439-6910
 Head Start Fax: 206-439-6942
 Head Start
 Director: John Bancroft
 Email: jbankroft@psed.wednet.edu
 ECEAP Phone: 206-439-6906
 ECEAP Fax: 206-439-6942
 ECEAP Director: Wendy Roedell
 Email: wroedell@psed.wednet.edu



Cathlamet

St. James Family Center
 1134 Columbia St.
 Cathlamet, WA 98612
 Phone: 360-795-8612
 Fax: 360-795-6027
 Director: Carol Carver
 Email: sjfcc@centurytel.net



Centralia

Centralia College
 600 W. Locust St.
 Centralia, WA 98531
 Phone: 360-736-9391
 Fax: 360-330-7502
 Director: Cheri Raff
 Email: craff@centralia.CTC.edu



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Early Head Start



Head Start



ECEAP



School/school district



Child care

EARLY HEAD START, HEAD START AND ECEAP PROGRAM DIRECTORY

Lewis County Head Start

1703 North Pearl St.
Centralia, WA 98531
Phone: 360-736-1696
Fax: 360-736-0090
Director: Louise Prather
Email: lprather@lewiscountyheadstart.org



Colville

Northeast Washington Early Childhood Program

956 South Main St.
Colville, WA 99114
Phone: 509-684-8421
Fax: 509-684-5787
Director: Nancy Williams
Email: nwilliams@ruralresources.org



Connell

North Franklin Early Childhood Center

P.O. Box 829
Connell, WA 99326
Phone: 509-234-2021
Fax: 509-234-9200
Director: Mary Pruitt
Email: mpruitt@mail.wavcc.org



Dayton

Dayton School District

609 S. Second St.
Dayton, WA 99328
Phone: 509-382-2507
Fax: 509-382-2081
Director: Roger Samples
Email: rogers@dayton.wednet.edu



Deming

Nooksack Tribe

P.O. Box 157
Deming, WA 98244
Phone: 360-592-0141
Fax: 360-592-4054
Director: Diantha Doucette



Eastsound

San Juan County Orcas Island Children's House

P.O. Box 18
Eastsound, WA 98245
Phone: 360-376-6119
Fax: 360-376-5465
Director: Sally Conley
Email: sallyc@co.san-juan.wa.us



Ellensburg

Kittitas County Head Start/ECEAP

109 East Third
Ellensburg, WA 98926
Phone: 509-933-7035
Fax: 509-933-7041
Director: Pamela Purvis
Email: pampur@kitcoh.org



Everett

Edmonds Community College

9930 Evergreen Way, Suite X110
Everett, WA 98204
Phone: 425-513-5828
Fax: 425-290-8735
Director: Dana F. Connolly
Email: dconnoll@edcc.edu



Snohomish County

Human Services Department

2722 Colby Ave., Suite 104
Everett, WA 98201
Phone: 425-388-7251
Fax: 425-259-1444
Director: Joe Varano
Email: joe.varano@co.snohomish.wa.us



Fife

Puget Sound Educational Service District

3601-20th St. East
Fife, WA 98424
Phone: 253-926-6815
Fax: 253-896-0621
Director: John Naegele
Email: jnaegele@psed.wednet.edu



Granger

Granger School District

701 "E" Ave.
Granger, WA 98932
Phone: 509-854-2512
Fax: 509-854-1126
Director: Graciela Valencia
Email: gvalencia@gsd.wednet.edu



Hood River, Oregon

Mid-Columbia Children's Council, Inc.

1100 E. Marina Way, Suite 215
Hood River, OR 97031
Phone: 541-386-2010
Fax: 541-386-4597
Director: Suzanne VanOrman
Email: svanor@aol.com



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Early Head Start

Head Start

ECEAP

School/school district

Child care

EARLY HEAD START, HEAD START AND ECEAP PROGRAM DIRECTORY

Kennewick

Kennewick School District #17
200 South Dayton
Kennewick, WA 99336
Phone: 509-585-3100
Fax: 509-585-3105
Director: JoAnn Hare
Email: harejo@ksd.org



Lewiston, Idaho

**Lewis Clark
Early Childhood Program**
1805-19th Ave.
Lewiston, ID 83501
Phone: 208-743-6573
Fax: 208-743-9211
Director: Dorlan Hergesheimer
Email: dorlan@lcecp.org



Mount Vernon

Skagit Valley College
2405 E. College Way
Mount Vernon, WA 98273
Phone: 360-416-7590
Fax: 360-416-7573
Director: Margy Miller
Email: miller@fidalgo.net



Kent

**Children's Home Society of
Washington**
212 Fifth Ave. S
Kent, WA 98032
Phone: 253-850-2582
Fax: 253-850-0220
Director: Peg Mazen
Email: pegm@chs-wa.org



Longview

Lower Columbia College
1600 Maple St.
Longview, WA 98632
Phone: 360-442-2800
Fax: 360-442-2829
Director: Pat Brinkman
Email: pbrinkman@lcc.ctc.edu



Neah Bay

Makah Tribe
P.O. Box 115
Neah Bay, WA 98357
Phone: 360-645-3005
Fax: 360-645-2359
Director: Vickie Hill
Email: ecediv@olympen.com



Kingston

Port Gamble S'Klallam Tribe
31912 Little Boston Rd. NE
Kingston, WA 98346
Phone: 360-297-6258
Fax: 360-297-4496
Director: Jaclynn Haight
Email: jhaight@pgst.nsn.us



Manson

Manson School District
950 Totem Pole Rd.
Manson, WA 98831
Phone: 509-687-3140
Fax: 509-687-9877
Director: Mike Degman
Email: mdegman@manson.org



Nespelem

**Confederated Tribes of the
Colville Reservation**
P.O. Box 150
Nespelem, WA 99155
Phone: 509-634-2787
Fax: 509-634-2788
Director: Dorothy Marchand
Email: lil_principal@hotmail.com



LaPush

Quileute Tribe
P.O. Box 100
LaPush WA, 98350
Phone: 360-374-2103
Fax: 360-374-9608
Director: Jackie Barajas



Moses Lake

**Family Services of Grant
County**
P.O. Box 1030
Moses Lake, WA 98837
Phone: 509-766-9877
Fax: 509-766-0058
Director: Denise Schmidt
Email: denises@familyservicegc.net



Oak Harbor

Skagit Valley College
1900 Southeast Pioneer Way
Oak Harbor, WA 98277
Phone: 360-679-5347
Fax: 360-679-5375
Director: Janet Heverling
Email: heverling@skagit.ctc.edu



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Early Head Start



Head Start



ECEAP



School/school district



Child care

EARLY HEAD START, HEAD START AND ECEAP PROGRAM DIRECTORY

Oakville

Confederated Tribes of the Chehalis Reservation
 420 Howanut Rd.
 Oakville, WA 98568
 Phone: 360-273-5514
 Fax: 360-273-5914
 Director: Daphne Nelson
 Email: dnelson@chehalistribe.org



Olympia

ESD 113 - Sound to Harbor Head Start/ECEAP
 601 McPhee Rd. SW
 Olympia, WA 98502
 Phone: 360-753-7590
 Fax: 360-753-8859
 Director: Sandy Nelson
 Email: snelson@esd113.k12.wa.us



Nisqually Tribe
 4820 She-Nah-Num Dr. SE
 Olympia, WA 98513
 Phone: 360-459-9602
 Fax: 360-456-4838
 Director: Roberta Secena



Omak

Okanogan County Child Development Association
 P.O. Box 1844
 Omak, WA 98841
 Phone: 509-826-2466
 Fax: 509-826-3829
 Email: occda@televar.com
 Director: Tami Miller



Omak School District

P.O. Box 833
 Omak, WA 98841
 Phone: 509-826-4908
 Fax: 509-826-2389
 Director: Judy Payne
 Email: jpayne@omaksd.wednet.edu



Port Angeles

Lower Elwha Klallam Tribe
 463 Stratton Rd.
 Port Angeles, WA 98363
 Phone: 360-452-8471
 Fax: 360-452-5105
 Director: Verna Henderson
 Email: vhenderson@elwha.nsn.us



Port Townsend

Olympic Community Action
 P.O. Box 1540
 Port Townsend, WA 98368
 Phone: 360-582-3700
 Fax: 360-582-9421
 Director: Janet Anderson
 Email: janderson@olycap.org



Pullman

Community Child Care Center
 1410 NE Stadium Way
 Pullman, WA 99163
 Phone: 509-332-7005
 Fax: 509-332-8436
 Director: Mary Tatham
 Email: mary@community-childcare.org



Richland

Benton-Franklin Head Start
 1549 Georgia Ave. SE, Suite B
 Richland, WA 99352
 Phone: 509-735-1062
 Fax: 509-737-8492
 Director: James C. Skucy
 Email: jims@bfhs.net



Seattle

City of Seattle
 618 Second Ave., 4th floor
 Seattle, WA 98104
 Phone: 206-684-0184
 Fax: 206-386-1138
 Director: Karen Sakata
 Email: karen.akada@ci.seattle.gov



Denise Louis Education Center
 801 South Lane St.
 Seattle, WA 98104
 Phone: 206-621-7880
 Fax: 206-621-8814
 Director: Janice Yee
 Email: janiceyee@deniselouie.org

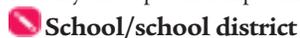


First A.M.E. Child and Family Center

4436 Rainier Ave. S
 Seattle, WA 98122
 Phone: 206-322-0354
 Fax: 206-329-9708
 Director: Paula Jones
 Email: paulajones@seafame.com



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EARLY HEAD START, HEAD START AND ECEAP PROGRAM DIRECTORY

Neighborhood House

905 Spruce St.
Seattle, WA 98104
Phone: 206-461-8430
Fax: 206-461-3857
Director: Kathleen Richter
Email: katheer@nhwa.org



Neighborhood House Early Head Start

7054-32nd Ave. S
Seattle, WA 98118
Phone: 206-760-9330
Fax: 206-721-9608
Director: Laura Garcia
Email: laurag@nhwa.org



Seattle Public Schools

2445 Third Ave. S
Seattle, WA 98134
Phone: 206-252-0960
Fax: 206-252-0961
Director: Jap-Ji Kaur Keating
Email: jkkeating@seattleschools.org



United Indians of All Tribes Foundation

P.O. Box 99100
Seattle, WA 98119
Phone: 206-285-4425
Fax: 206-282-3640
Director: Caroline Yellow Robe
Email: cyellowrobe@unitedindians.com



Sedro Woolley

Upper Skagit Tribe

25782 Coyote Dr.
Sedro Wooley, WA 98284
Phone: 360-856-3547
Fax: 360-856-3550
Director: Bonnie Hayward



Selah

Selah School District

105 W. Bartlett Ave.
Selah, WA 98942
Phone: 509-697-0716
Fax: 509-697-0692
Director: Cindy Egan
Email: cindyegan@selah.k12.wa.us



Shelton

Skokomish Tribe

N. 80 Reservation Rd.
Shelton, WA 98584
Phone: 360-877-9007
Fax: 360-877-9054
Director: Robyn Pape
Email: robyn@skokomish.org



South Bend

South Bend School District

P.O. Box 437
South Bend, WA 98586
Phone: 360-875-5327
Fax: 360-875-6062
Director: Laurie May
Email: laurie_may@dewey.esd113.wednet.edu



Spokane

Eastern Washington University

705 W. First Ave., Suite 223
Spokane, WA 99201
Phone: 509-623-4229
Fax: 509-623-4230
Director: Carolyn Brown
Email: cdbrown@mail.ewu.edu



ESD 101 - Center for Early Childhood Services

1025 W. Indiana Ave.
Spokane, WA 99205
Phone: 509-456-7086
Fax: 509-625-5215
Director: Karin Carter
Email: kcarter@esd101.net



Spokane County HS/EHS/ECEAP

3939 North Freya St.
Spokane, WA 99217
Phone: 509-533-4800
Fax: 509-533-4850
Director: Dan Bly
Email: dbly@iel.spokane.cc.wa.us



Sunnyside

Washington State Migrant Council

105 "B" South 6th St.
Sunnyside, WA 98944
Phone: 509-837-8909
Fax: 509-839-5803
Director: Enrique J. Garza
Email: rgarza@wsmconline.org



Suquamish

Suquamish Tribe

P.O. Box 498
Suquamish, WA 98392
Phone: 360-394-5229
Fax: 360-394-5378
Director: Dorenda Henry
Email: dhanry@suquamish.nsn.us



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Early Head Start Head Start ECEAP School/school district Child care

EARLY HEAD START, HEAD START AND ECEAP PROGRAM DIRECTORY

Tacoma

Tacoma Public Schools

Madison School
3102 S. 43rd St.
Tacoma, WA 98409
Phone: 253-571-3600
Fax: 253-571-1894
Director: Carolyn Lewis
Email: clewis@tacoma.k12.wa.us



Taholah

Quinault Nation

P.O. Box 189
Taholah, WA 98587
Phone: 888-616-8211
360-276-8211
Fax: 360-276-9958
Director: Alfreda Valdillez-Charlie
Email: acharlie@quinault.org



Toppenish

Yakama Nation

P.O. Box 151
Toppenish, WA 98948
Phone: 509-865-5121
Fax: 509-865-2598
Director: Anna Hogan
Email: headstart@yakama.com



Vancouver

Economic Opportunity Committee of Clark County, Inc.

10621 NE Coxley Dr., Suite 207
Vancouver, WA 98662
Phone: 360-896-9912
Fax: 360-892-3209
Director: Bob Williamson
Email: bobw@eocwa.org



ESD 112 South Pacific County Early Childhood Program

2500 NE 65th Ave.
Vancouver, WA 98661
Phone: 360-750-7500
Fax: 360-750-9569
Director: Jada Rupley
Email: jada.rupley@esd112.org



Walla Walla

Walla Walla Public Schools

1150 W. Chestnut
Walla Walla, WA 99362
Phone: 509-527-3066
Fax: 509-522-4480
Director: Gail Anderson
Email: ganderson@wwps.org



Wellpinit

Spokane Tribe

6175 Wellpinit Agency Rd.
Wellpinit, WA 99040
Phone: 509-258-7229
Fax: 509-258-9347
Director: Kathlyn A. Wynecoop
Email: kwynecoop@aol.com



Wenatchee

Chelan-Douglas Child Services Association

1305 Kittitas St.
Wenatchee, WA 98801
Phone: 509-663-5179
Fax: 509-662-6363
Director: Sara Bartrum
Email: sbartrum@crcwnet.com



Yakima

Enterprise for Progress in the Community

2902 Castlevale Rd., Suite A
Yakima, WA 98902
Phone: 509-248-3940
Fax: 509-457-0580
Director: Sharon Sumpter
Email: sharons@epicnet.org



Most Head Start and ECEAP programs in Washington State exist in partnership with each other or in some combination model with child care and/or school/school districts. The following icons help to identify these partnerships and combination models.

 **Early Head Start**

 **Head Start**

 **ECEAP**

 **School/school district**

 **Child care**

WEBLIOGRAPHY

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Annotated Bibliography of Head Start Research: 1985-Present

<http://www.acf.dhhs.gov/programs/hsb2/biblio/index.htm>

Early Head Start National Resource Center

<http://ehsnrc.org/>

ECEAP State Administrative Office

www.ocd.wa.gov/info/csd/waedeap/index.html

Head Start Bureau Home Page

<http://www2.acf.dhhs.gov/programs/hsb/>

Head Start-Johnson & Johnson Management Fellows Program at UCLA

<http://www.anderson.ucla.edu/community/headstart/>

Head Start Information & Publication Center

<http://www.headstartinfo.org/>

National Head Start Association

<http://www.nhsa.org/>

Advocacy/Children's Issues:

Annie E. Casey Foundation

<http://www.aecf.org/>

Child Welfare League of America

<http://www.cwla.org/>

Children's Bureau

<http://www.acf.dhhs.gov/programs/cb/>

Children's Defense Fund

<http://www.childrensdefense.org/>

Foundation for Early Learning

www.earlylearning.org

Frank Porter Graham Child Development Center (UNC at Chapel Hill)

<http://www.fpg.unc.edu/>

Future of Children (The David and Lucile Packard Foundation)

<http://www.futureofchildren.org/>

Georgetown University Child Development Center

<http://www.gucdc.georgetown.edu/>

National Center for Children in Poverty (Columbia University)

<http://cpmcnet.columbia.edu/dept/nccp/>

Together We Can (collaboration/leadership)

<http://www.togetherwecan.org/>

Welfare Information Network (Finance Project)

<http://www.welfareinfo.org/>

Child Care:

Center for the Child Care Workforce

<http://www.ccw.org/home/>

Child Care Bureau

<http://www.acf.dhhs.gov/programs/ccb/>

Child Care Action Campaign

<http://www.childcareaction.org/>

Child Care Resource and Referral Network

www.childcarenet.org

Division of Child Care and Early Learning (DCCEL)

<http://www.dshs.wa.gov/esa/dccel/index.shtml>

National Association for Family Child Care
<http://www.nafcc.org/>

National Child Care Association
<http://www.nccanet.org/>

National Child Care Information Center
<http://nccic.org/>

National Network for Child Care-Information Station
<http://www.nncc.org/Maintitles/info.page.html>

ZERO TO THREE: National Center for Infants,
 Toddlers & Families
<http://www.zerotothree.org/>

Child Support:

National Child Support Enforcement Association
<http://www.ncsea.org>

National Electronic Child Support Resource System
<http://www.acf.dhhs.gov/necsrpub/>

Office of Child Support Enforcement
<http://www.ocse.acf.dhhs.gov/programs/cse>

Community Services:

America's Promise: The Alliance for Youth
<http://www.americaspromise.org/>

AmeriCorps
<http://www.americorps.org>

Corporation for National Service
<http://www.cns.gov/>

Learn and Serve America
<http://www.learnandserve.org/>

National Service Resource Center
 (AmeriCorps partner)
<http://www.etr.org/nsrc/>

Points of Light Foundation & Volunteer Center
 National Network
<http://www.pointsoflight.org/>

Senior Corps
<http://seniorcorps.org/>

Women in Community Service
<http://www.wics.org>

Disabilities:

Administration on Developmental Disabilities
<http://www.acf.dhhs.gov/programs/add/>

Division for Early Childhood of the Council for
 Exceptional Children
<http://www.dec-sped.org/>

ERIC Clearinghouse on Disabilities and Gifted
 Education
<http://www.ericec.org/>

Federal Resource Center for Special Education
<http://www.dssc.org/frc/>

Federation for Children with Special Needs
<http://www.fcsn.org/>

National Information Center for Children and Youth
 with Disabilities (NICHCY)
<http://www.nichcy.org/>

National Early Childhood Technical Assistance
 System
 (NECTAS)
<http://www.nectas.unc.edu/>

Office of Special Education Programs
<http://www.ed.gov/offices/OSERS/OSEP/index.html>

Education:

Center for Early Childhood Leadership
<http://www2.nl.edu/twal/>

Children First-Web Site of the National PTA
<http://www.pta.org/index.stm>

EarlyChildhood.com
<http://www.earlychildhood.com>

ECRP Early Childhood Research & Practice
<http://www.ercp.uiuc.edu/>

ERIC Clearinghouse on Elementary and Early
 Childhood Education (University of Illinois at Urbana
 Champaign)
<http://www.ericcece.org/index.html>

ERIC Educational Resources Information Center
http://www.ed.gov/prog_info/ERIC/

ERIC Clearinghouse on Assessment, Evaluation, and
 Research
<http://www.ericae.net/>

High/Scope Educational Research Foundation
<http://www.highscope.org/>

National Association for the Education of Young
 Children
<http://www.naeyc.org/>

National Center for Education Statistics
<http://nces.ed.gov/>

National Center for Family Literacy
<http://www.famlit.org/index.html>

National Education Goals Panel
<http://www.negp.gov/index.html>

NGA Online: National Governors Association and
 NGA Center for Best Practices
<http://www.nga.org/>

National Institute on Early Childhood Development
 and Education
<http://www.ed.gov/offices/OERI/ECI/>

Office of the Superintendent for Public Instruction (OSPI)
<http://www.k12.wa.us/>

U.S. Department of Education Publications and
 Products
<http://www.ed.gov/pubs/index.html>

Families:

Administration for Children and Families
<http://www.acf.dhhs.gov/>

Families and Work Institute
<http://www.familiesandworkinst.org/>

FatherNet
<http://www.cyfc.umn.edu/Fathernet/>

The Fathers Network
<http://www.fathersnetwork.org/>

National Center on Fathers and Families
<http://www.ncoff.gse.upenn.edu/>

National Clearinghouse on Families & Youth
<http://www.ncfy.com/>

NPIN: National Parent Information Network
<http://npin.org/>

Tufts University's Eliot-Pearson Dept of Child
 Development
 Child and Family Web Guide
www.cfw.tufts.edu

WestEd/Center for Child and Family Studies (CCFS)
<http://www.web.wested.org/cs/wew/view/pg/3>

Family Literacy:

America Reads

<http://www.ed.gov/inits/americareads/>

Center for Literacy Studies

<http://cls.coe.utk.edu/>

Center for the Improvement of Early Reading
Achievement

<http://www.ciera.org/>

The Early Literacy Advisor: An Assessment System
That Shapes Instruction

<http://www.mcrel.org/resources/literacy/ela/index.asp>

The Emergent Literacy Project

<http://www.ets.uidaho.edu/cdhd/emerlit/emerhome.html>

Family Literacy Foundation

<http://www.read2kids.org>

National Center for ESL Literacy Education

<http://www.cal.org/nclle/>

National Center for the Study of Adult Learning and
Literacy

<http://www.gse.harvard.edu/~ncsall/>

PBS LiteracyLink

<http://www.pbs.org/literacy/>

Health:

American Academy of Pediatrics

<http://www.aap.org/advocacy/hcca>

American Psychological Association

<http://www.apa.org>

American Public Health Association

<http://www.apha.org>

Centers for Disease Control and Prevention

<http://www.cdc.gov/>

CHID (Combined Health Information Database)

<http://chid.nih.gov/simple/simple.html>

Guide to Information Resources (DHHS)

<http://www.hhs.gov/about/infoguid.html>

Health Care Financing Administration

<http://www.hcfa.gov/>

Healthfinder (DHHS)

<http://www.healthfinder.gov>

National Center for Education in Maternal and Child
Health (NCEMCH)

<http://www.ncemch.org>

National Resource Center for Health and Safety in
Child Care

<http://nrc.uchsc.edu/>

National Safe Kids Campaign

<http://www.safekids.org/>

Prevent Child Abuse America

<http://www.preventchildabuse.org/>

School Health Resource Services (University of
Colorado Health Sciences Center)

<http://www.uchsc.edu/schoolhealth/>

Substance Abuse & Mental Health Services
Administration

<http://www.samhsa.gov/>

Tools (Research at DHHS)

<http://www.odphp.osophs.dhhs.gov/partner/tools.html>

Homelessness:

The Better Homes Fund

<http://www.thebetterhomesfund.org>

Center for Homeless Education and Information

<http://www.wmpenn.edu/PennWeb/LTP/ltp2.html>

Head Start for Homeless Children: Action for Boston
Community Development

<http://www.bostonabcd.org/programs/head-start-homeless.html>

Homes for the Homeless

<http://www.homesforthehomeless.com/>

National Alliance To End Homelessness

<http://www.naeh.org/>

National Center for Homeless Education at SERVE

<http://www.serve.org/nche/>

The National Coalition for the Homeless

<http://www.nationalhomeless.org/>

National Law Center on Homelessness and Poverty

<http://www.nlchp.org/index.html>

Mental Health:

The Center for Mental Health Services

<http://www.mentalhealth.org/cmhs>

Center for the Social & Emotional Foundations of
Early Learning

<http://www.ed.uiuc.edu/sped/grants/centerec.html>

The Children's Defense Fund

<http://www.childrensdefense.org>

The Federation of Families for Children's Mental
Health

<http://www.ffcmh.org>

The Judge David L. Bazelon Center for Mental Health
Law

<http://www.bazelon.org/>

The National Institute of Mental Health

<http://www.nimh.nih.gov>

National Mental Health Association

<http://www.nmha.org>

The New York University Child Study Center

<http://www.aboutourkids.com>

Multiculturalism/Diversity:

Administration for Native Americans
<http://www.acf.dhhs.gov/programs/ana/>

Alaska Technical Assistance Satellite Quality Center providing training and technical assistance for AIPB's Alaska grantees. (Email only)
 smead@alaska.net

American Indian Head Start Quality Improvement Center (University of Oklahoma)
<http://www.aihsquic.ou.edu/>
 Bureau of Indian Affairs
<http://www.doi.gov/bureau-indian-affairs.html>

Code Talk - Office of Native American Programs
<http://www.codetalk.fed.us/>

Division of Tribal Services
<http://www.acf.dhhs.gov/programs/dts/>

Indian Health Service
<http://www.ihs.gov/>

Migrant Head Start Quality Improvement Center
<http://216.219.150.126/>

National Black Child Development Institute
<http://www.nbcdi.org/>

Native Child Head Start News
<http://nativechild.com/Hsnews.html>

Native Edge
<http://nativeedge.hud.gov/>

Office of Minority Health Resource Center
<http://www.omhrc.gov/omhrc/index.htm>

Three Feathers Associates
<http://3feathers.org>

Tribal Child Care Technical Assistance Center (TriTAC)
<http://nccic.org/tribal/>

Professional Development:

Bay Mills Community College Nishnaabek Kinoomaadewin Virtual College which allows AIPB grantee employees to take all of their coursework for a Children and Families Associate Degree online
<http://www.bmcc.org/>

Center for Early Childhood Leadership
<http://www2.nl.edu/twal/>

Council for Professional Recognition
<http://www.cdacouncil.org/>

Early Childhood Education on Line (University of Maine)
<http://www.ume.maine.edu/ECEOL-L/>

Early Childhood Training Options
<http://www.trainingoptions.com/>

Wheelock College Institute for Leadership and Career Initiatives
<http://institute.wheelock.edu/>

Research:

ACYF Commissioner's Office of Research & Evaluation (CORE)
<http://www.acf.dhhs.gov/programs/core/>

Child Trends
<http://childtrends.org/HomePg.asp>

Mathematica Policy Research, Inc.
<http://www.mathematica-mpr.com>

National Center for Children in Poverty
<http://cpmcnet.columbia.edu/dept/nccp>

Violence:

Adults and Children Together Against Violence
<http://www.actagainstviolence.com>

National Clearinghouse on Child Abuse and Neglect
Information
<http://www.calib.com/nccanch/>

"Helping Children Understand the Terrorist Attacks"
<http://www.ed.gov/inits/september11/index.html>

"Help with Trauma"
<http://www.apa.org/psychnet/coverage.html>

"Helping Children and Adolescents Cope with
Violence and Disasters"
<http://www.nimh.nih.gov/publicat/violence.cfm>

Welfare:

American Public Human Services Association
<http://www.aphsa.org/>

McKnight - Welfare to Work
<http://www.mcknight.org/welfare-reform/index.html>

Public Welfare Foundation
<http://www.publicwelfare.org/>

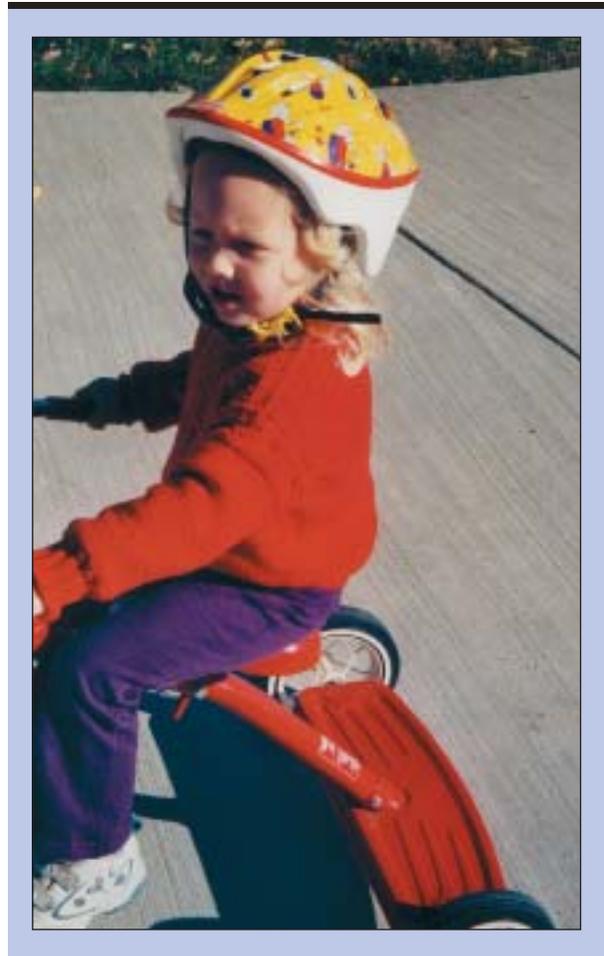
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<http://www.welfareinfo.org/>

Welfare Law Center
<http://www.welfarelaw.org>

Welfare Peer Technical Assistance Network
<http://www.calib.com/peerta/index.htm>

Welfare Reform
<http://www.libertynet.org/edcivic/welfref.html/>

The Welfare to Work Partnership
<http://www.welfaretowork.org/>





Partnering for success; working together, we can ensure the successful future of children, families and communities in Washington State!

WHAT YOU CAN DO FOR ECEAP, HEAD START AND EARLY HEAD START

ECEAP, Head Start and Early Head Start have a lot to offer and can use your support.

Parents and teachers can share stories about the short-term impact of children and families participating in ECEAP, Head Start and Early Head Start. In addition, both prior and ongoing research point to the long-term individual and societal benefits generated by quality, comprehensive early childhood and family support programs such as ECEAP, Head Start and Early Head Start. Here are some ideas for you to help support the success and school-readiness of children and families in your community:

- ◆ Contact your local ECEAP, Head Start and Early Head Start provider and ask what their particular needs are, and be sure to ask for their support in meeting your goals.
- ◆ Include local ECEAP, Head Start and Early Head Start programs as a resource when building community partnerships, planning local events and developing other outreach efforts.
- ◆ Consider the established expertise of local ECEAP, Head Start and Early Head Start teachers, staff and parents when working on solutions to early childhood issues.
- ◆ Coordinate a visit by your local ECEAP, Head Start and Early Head Start classes to their potential kindergarten teachers to ease transition into the public school system.
- ◆ Start a dialogue between ECEAP, Head Start and Early Head Start parents/programs and your local school to maintain effective family participation in each child's ongoing education.
- ◆ Partner with local ECEAP, Head Start and Early Head Start contractors and programs through in-kind donations of services, facilities, transportation, playground equipment, teacher and staff support and training, and/or classroom materials and learning resources.
- ◆ Provide funding to support the local delivery of quality, comprehensive preschool services, either through general grants or funding specific program elements and/or services. School districts can use I-728 money to fund ECEAP, Head Start and Early Head Start slots or even create entire classrooms, expanding programs or restoring lost services.

ECEAP, Head Start, Early Head Start: Ready to Succeed!



HEAD START



(ALL STEPS ARE IMPORTANT IN A
CHILD'S DEVELOPMENT)



HEAD START

WASHINGTON STATE'S



EARLY CHILDHOOD EDUCATION
AND
ASSISTANCE PROGRAM